**M.A. Gender Studies**

**Syllabus**

**(With effect from 2025-2026)**

Program Code: 106

****

**DEPARTMENTOFWOMEN’S STUDIES**

**BHARATHIAR UNIVERSITY**

**(A State University, Accredited with “A++” Grade with 3.6. CGPA by NAAC and 26th Rank among Indian Universities by MoE-NIRF)**

**Coimbatore - 641046, TAMILNADU, INDIA**

**VISION**

To develop an educated generation of people, pertaining to their independent human rights, emotionally intelligent life style, financially independent walk of life leading to emancipation and empowerment of all gender

**MISSION**

* To impart knowledge and skill with the best state of the art facilities provided in the department
* To inculcate a sense of service and committed work style among the students
* To provide a wide platform for all kind of students to get trained in entrepreneurial skills, leadership values and people skills
* To educate the students in qualitative and innovative methods of research
* To mould the students with confidence and clarity to run into the future society

**Instruction: PEOs are:**

* Statement of areas or fields where the graduates find employment
* Preparedness of graduates to take up higher studies

|  |  |
| --- | --- |
| Program Educational Objectives (PEOs) | |
| The **M.A Gender Studies** programme describe accomplishments that graduates are expected to attain within five to seven years after graduation | |
| PEO 1 | The students graduating Gender studies are taught to be independent and gender sensitized to execute and involve in gender related attributes in innovative, technology inclusive and skill based working career |
| PEO 2 | The students inculcate time management with precision to innovate and improve existing norms, working on various models to create a change in the society |
| PEO 3 | The students who have completed Gender Studies graduation are highly in demand and known for their unique and versatile approach, that allows them in working towards creating a change or awareness on gender inclusion |
| PEO 4 | The career in Gender Studies improves the networking skills and help in connecting with likeminded educated people around the globe |
| PEO 5 | The students can take up their career in Central and State Governments, International and Community Organizations |
| PEO 6 | The students can also opt for careers in Arts and Media |
| PEO 7 | The career options in Politics and Law are an added advantage |
| PEO 8 | The student can be placed as Gender Counsellors in Schools, POSCO and POSH Act trainers, project managers in SHGs, social activists in NGOs, etc. |
| PEO 9 | The students can pursue Ph.D., Post Doctorate and D.Litt programme from Recognized National and International Research Institutes |
| PEO 10 | The students can be placed as counsellors in hospitals, IT companies and other industries |

**Instruction: Program Specific Outcomes (PSOs)**

These are what the students should be able to do at the time of graduation. The PSOs are program specific. PSOs are written by the department offering the programme. There usually are five to seven PSOs for a department.

|  |  |
| --- | --- |
| Program Specific Outcomes (PSOs) | |
| After the successful completion of M.A. Gender Studies programme, the students are expected to | |
| PEO 1 | The student’s study about gender and social Institutions in both Indian and International scenario. They learn to analyse the influence of socio-economic background to understand gender and social institutions |
| PEO 2 | The student involves in development of various practical skills, enabling them to play an effective role in policy making for the society, particularly at the grass root level |
| PEO 3 | The student is introduced to women entrepreneurship, career objectives, planning and execution of an enterprise and its benefits. |
| PEO 4 | The student is trained to do gender analysis, gender audit, gender budgeting, advocacy and lobbying |
| PEO 5 | The student acquires knowledge on women welfare laws, their implementation, involvement of media in women work and lifestyle, cyber related crimes against women and laws for their protection |
| PEO 6 | The student acquires knowledge on women education, history of women development and is educated to understand about the dimensions of women empowerment and women development |
| PEO 7 | The student gains knowledge on comprehensive profile of the health status of women and LGBTQ+ in various life stages and knowledge about attitudes, behaviour and laws to protect women’s health in the society |
| PEO 8 | The student understands the administrative functions and operation mechanisms of NGOs involved in sensitizing women development programme and understand the human resource planning in NGOs and learn to play active role in such NGOs |

**Instruction:** Programme outcomes are narrow statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme

|  |  |
| --- | --- |
| Programme Outcomes(POs) | |
| On successful completion of the M.A Gender Studies | |
| PO 1 | The student is sensitized to gender issues, marginalized groups, women’s rights and historical perspectives along with people skills |
| PO 2 | The student gains various practical skills to play an effective role in policy and decision making and gender responsive budgeting |
| PO 3 | The student is able to do gender analysis, gender audit and planning along with problem solving skills |
| PO 4 | The student gains knowledge on role of women in environmental protection and they will be trained on specific laws related to women and environment |
| PO 5 | The students will gain in formation and tools to help them understand how the media work, how the media may affect women’s lifestyle choices and the extent to which they, as consumers and citizens, are being well informed |
| PO 6 | The student has knowledge on women welfare laws, women health issues and reproductive health issues and he or she will be able to create awareness among the community |
| PO 7 | The student is equipped with knowledge on how to start an NGO and registration of an NGO process along with decision making skill |
| PO 8 | The student is enhanced with research methods in women issues and gender related issues along with research aptitude skill |
| PO 9 | The student is trained to conduct awareness programmes and becomes a trainer with teaching skill |
| PO 10 | The student is prepared to take up entrepreneurship career role in the community with employability skills |

**BHARATHIAR UNIVERSITY: COIMBATORE 641046**

**M.A.GENDER STUDIES Curriculum (University Department)**

*(For the students admitted during the academic year 2025-2026onwards)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code |  | Title of the course | | Credits | | Hours | | | | | | Maximum Marks | | | | |
|  | | | | | | Theory | | Practical | | | | CIA | | ESE | | Total |
| **FIRST SEMESTR** | | | | | | | | | | | | | | | | |
| 13A | Core-1 | | Introduction to Gender Studies | 4 | | 40 | | | |  | | 25 | | | 75 | 100 |
| 13B | Core-2 | | Feminist Theories and Thinkers | 4 | | 40 | | | |  | | 25 | | | 75 | 100 |
| 13C | Core-3 | | Gender and Social Institutions | 4 | | 40 | | | |  | | 25 | | | 75 | 100 |
| 13D | Core-4 | | Feminist Research Methodology | 4 | | 40 | | | |  | | 25 | | | 75 | 100 |
| 16A | Practicum I | | Field Practicum I-Observation Visits, Viva-Voce | 4 | | - | | | | 12 | | 40 | | | 60 | 100 |
| 1GS75  1GS118 | Supportive \* | | Supportive Course for Other Departments students | 2 | | 20 | | | |  | | 12 | | | 38 | 50 |
| 1VA | Val. Added-I \*\* | | Emotional Quotient for Women Empowerment | 2 | | 20 | | | |  | | 50 | | | - | 50 |
| 1CE | Cert. Course-I \*\* | | Artificial Intelligence and Gender | 2 | | 20 | | | |  | | 50 | | | - | 50 |
|  |  | | **Total** | **22** | |  | | | |  | |  | | |  | **550** |
|  |  | | **SECOND SEMESTER** | | | | | | | | | | | | | |
| 23A | Core-5 | | Gender and Education | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 23B | Core-6 | | Introduction to Counselling and Guidance | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 23C | Core-7 | | Climate Change and Gender | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 2EA | Elective -1 | | Gender and Health | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 2EB | Women Entrepreneurship and Development |
| 2EC | NGO and Social Welfare |
| 26A | Practicum-II | | Field Practicum II-Observation Visits, Group Projects &Viva-Voce | 4 | - | | | | 12 | | | 40 | | | 60 | 100 |
| 2GS75  2GS118 | Supportive \* | | Supportive Course for Other Departments students | 2 | 20 | | | |  | | | 12 | | | 38 | 50 |
| 2CE | Job. Oriented-I \*\* | | Women and SME’s | 2 | 20 | | | |  | | | 50 | | | - | 50 |
| 2JO | Cert. Course-II \*\* | | Big data analytics in Gender studies | 2 | 20 | | | |  | | | 50 | | | - | 50 |
|  |  | | **Total** | **22** |  | | | |  | | |  | | |  | **550** |
|  |  | | **THIRD SEMESTER** | | | | | | | | | | | | | |
| 33A | Core-8 | | Gender and Media | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 33B | Core-9 | | Gerontology in Gender Perspective | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 33C | Core10 | | Law and Governance | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 33D | Core-11 | | Gender Mainstreaming and Gender Budgeting | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 3EA | Elective -II | | Reproductive Health Management | 4 | 40 | | | |  | | | 25 | | | 75 | 100 |
| 3EB | Social Entrepreneurship and Women |
| 3EC | Social Welfare Schemes for Women Emancipation |
| 36A | Practicum-III | | Field Practicum III-Observation Visits, Group Projects &Viva-Voce | 4 | - | | | | 12 | | | 40 | | | 60 | 100 |
| 3GS75  3GS118 | Supportive \* | | Supportive Course for Other Department students | 2 | 20 | | | |  | | | | 12 | | 38 | 50\* |
| 3VA | Val. Added-II\*\* | | Cyber Security and Women | 2 | 20 | | | |  | | | 50 | | | - | 50\*\* |
| 3CE | Cert. Course-III\*\* | | Gender Inclusive Robotics Process Automation | 2 | 20 | | | |  | | | 50 | | | - | 50\*\* |
|  | Special Paper \*\*\* | | Health and Wellness | 1 | 6 | | | | 4 | | | 25 | | |  | 25\*\*\* |
|  |  | | **Total** | **26** |  | | | |  | | |  | | |  | **650** |
|  |  | | **FOURTH SEMESTER** | | | | | | | | | | | | | |
| 43A | Core-12 | | Women and Economic Development in the Globalized World | 4 | 40 | |  | | | | 25 | | | | 75 | 100 |
| 4EA | Elective -III | | Reproductive Health and Assisted Reproductive Technology(ART) | 4 | 40 | |  | | | | 25 | | | | 75 | 100 |
| 4EB | Managerial Skill for Women |
| 4EC | Dimension of Women Empowerment |  |  | |  | | | |  | | | |  |  |
| 4ED | Elective -IV | | POCSO Act and POSH Act | 4 | 40 | |  | | | | 25 | | | | 75 | 100 |
| 4EE |  | | Creativity and the Business Idea |
| Gender Through a Health psychology Lens |
| 4EF |
| 47V | Project | | Project work and Viva-Voce | 8 | - | | - | | | | 50 | | | | 150 | 200 |
|  | Job. Oriented –II\*\* | | Job Oriented Course –Industry Orientation Programme | 2 | 20 | |  | | | | 50 | | | |  | 50 |
|  |  | |  | 20 |  | |  | | | |  | | | |  |  |
|  |  | | **Total** |  |  | |  | | | |  | | | |  | **500** |
|  |  | | **Total** | **90** |  | |  | | | |  | | | |  | **2250** |
|  |  | |  |  |  | |  | | | |  | | | |  |  |
| **Online Courses** | | | | | | | | | | | | | | | | |
| 4NS\*\*\*\* | SWAYAM | | Professional Certification Course | 2 | - | | - | | | | - | | | | - | - |

\*Supportive Course offered by other Departments as 2 credit paper

\*\*Certificate course with 2 credits in first three semesters, Value Added Courses with 2 creditsin first and third semester and Job Oriented Course with 2 credits in second and fourth Semester. The courses shall be mandatory and shall be completed within the mentioned semester period.

\*\*\* Special Paper with 1 credit

\*\*\*\*SWAYAM – MOOC – online course with duration of 4 weeks or more with minimum 2 credits. The course shall be mandatory and shall be completed before course completion

**Supportive Course offered by other Departments as 2 credit paper**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | | **Credits** | **Hours** | | **Maximum Marks** | | | |
| **Theory** | **Practical** | **CIA** | **ESE** | | **Total** |
|  | | | | | | | | | |
| Supportive- IGS75 | | Introduction to Gender Studies | 2 | 15 | 5 | 12 | | 38 | 50 |
| Supportive – IIIGS118 | | Women Welfare Laws in India | 2 | 15 | 5 | 12 | | 38 | 50 |

**FIRST SEMESTER**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **13A** | **CORE – 1**  **INTRODUCTION TO GENDER STUDIES** | **L** | | | **T** | **P** | | **C** | | |
| **Pre-requisite** | | | Possess ideas about the development of gender studies as an academic discipline and understanding of gender concepts | **2** | | | **1** | **1** | | | **4** |
| **Syllabus Version** | | | **2025-2026** | | | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To give an over view of the discipline of Gender Studies and its genesis 2. To familiarize students with key concepts, issues and institutions ingender areas 3. To introduce the major problems faced by all gender | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successfull completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | To understand the need and importance of Gender Studies as a discipline | | | | | | | | K1 | | | | |
| 2 | To gain knowledge about the major concepts related to Gender | | | | | | | | K2 | | | | |
| 3 | To attain knowledge about the role of social institutions in gender discrimination | | | | | | | | K4 | | | | |
| 4 | To evaluate the global mechanisms that aim at achieving gender empowerment | | | | | | | | K5 | | | | |
| 5 | To know about the role of women in their own development process | | | | | | | | K3 | | | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4** -Analyse;**K5** -Evaluate;**K6**-Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | **GENESIS OF GENDERSTUDIES AS A DISCIPLINE** | | | **8 hours** | | | | | | | | |
| Meaning and Definition of Gender Studies - Objectives and scope of Gender Studies - Need for Gender Studies as an academic discipline – Introduction of Gender Studies in Higher Education – Role of Women’s Studies Centre – Women / Gender Studies Programme in India- UGC Initiatives – Growth of Women’s / Gender Studies in Tamil Nadu | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | **GENDER CONCEPTS** | | | **8hours** | | | | | | | | |
| Sex v/s Gender - Patriarchy – Feminism – Gender Equality v/s Equity - Gender Roles - Gender Socialization – Agents of Socialization –Gender Stereotyping –Gender Sensitization-Gender Analysis–Gender Auditing–Gender Budgeting - Gender Mainstreaming – Gender Discrimination | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:3** | | **WOMEN AND INSTITUTIONS OF SOCIAL SYSTEM** | | | | **7hours** | | | | | | | |
| Women and family - Historical background - Present scenario - Marriage – Types of Marriage -Multiple roles of women– Gender Intersection –Caste– Class –Culture - Religion and Social system – Status of women in Indian Society | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:4** | | **WOMEN UPLIFTMENT** | | | | **7hours** | | | | | | | |
| Women Rights - Mainstreaming Global Policies – Sustainable Development Goals and women empowerment with emphasis on Goal 5 - International Women’s Decade – International Women’s Year – Women Empowerment Year, 2001 – National Policy for Empowerment of Women – Women’s Constitutional rights in India | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:5** | | **WOMEN AND DEVELOPMENT** | | | | **7 hours** | | | | | | | |
| Women in Development Process - Women in Development (WID) - Women and Development (WAD) - Gender and Development (GAD) - Human Development Index (HDI) - Gender Development Index (GDI) - Gender Empowerment Measures (GEM) | | | | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit:6** | | | **CONTEMPORARYISSUES** | **3hours** |
| Expert lectures, Online Seminars- Webinars   1. Understanding about the need of Gender Studies in Higher Education 2. To know about the instance of Gender Studies in global scenario | | | | |
|  | | **Total** | | **40hours** |
| **Text Book(s)** | | | | |
| 1 | [Gabriele Griffin](https://www.amazon.in/s/ref=dp_byline_sr_ebooks_1?ie=UTF8&field-author=Gabriele+Griffin&text=Gabriele+Griffin&sort=relevancerank&search-alias=digital-text), 2017, A Dictionary of Gender Studies, Oxford University Press, First Edition | | | |
| 2 | [Mark A. Yarhouse](https://www.bookswagon.com/author/mark-a.-yarhouse), 2015, Understanding Gender Dysphoria – Navigating Transgender Issues in a Changing Culture, IVP Academy | | | |
| 3 | C.N.ShankarRao,2009(Revisededition),Sociology:Principlesof SociologywithanIntroductiontoSocialThoughts,S.Chand &Company Ltd. New Delhi. | | | |
| 4 | Sarkar.I.,2008,WomeninChangingSociety,SerialsPublication,NewDelhi | | | |
| 5 | SudhaSharma,2007,Women and Marriage inIndia, VitalPublications, Jaipur, India | | | |
| 6 | Jackson S and Scott S (2002). “Gender: A Sociological Reader”. New York, Routledge. | | | |
| **Reference Books** | | | | |
| 1 | [Céline Bessière](https://www.hup.harvard.edu/authors/64780-bessiere-celine), [SibylleGollac](https://www.hup.harvard.edu/authors/64781-gollac-sibylle), 2023, The Gender of Capital: How Families Perpetuate Wealth Inequality, Harvard University Press Books | | | |
| 2 | [Cassidy R. Sugimoto](https://www.hup.harvard.edu/authors/56197-sugimoto-cassidy-r) and [Vincent Larivière](https://www.hup.harvard.edu/authors/56198-lariviere-vincent), 2023, Equity for Women in Science, Harvard University Press Books | | | |
| 3 | Dr.Anand Prakash,2015,GenderandPublicPolicy,RandomPublications.NewDelhi | | | |
| 4 | Jack Halberstam, 2014, [“Gender”](https://www.jstor.org/stable/j.ctt1287j69.33?mag=reading-list-gender-studies) Keywords for American Cultural Studies, Second Edition | | | |
| 5 | SujataSen, 2012, Gender Studies, Pearson Education, First edition | | | |
| 6 | Andrew J. Dubrin, 2009,LeadershipResearchFindings,PracticeandSkills, Houghton Mifflin Company, New York | | | |
| 7 | Anandhi S., and PadminiSwaminathan. “Making It Relevant: Mapping the Meaning of Women’sStudies inTamilNadu”, *EconomicandPoliticalWeekly*41, no.42(2006):4444- 454 | | | |
| **Related Online Contents[MOOC,SWAYAM,NPTEL,Websites, etc.]** | | | | |
| 1 | <http://brewminate.com/social-institutions-family-religion-and-education/> | | | |
| 2 | <https://www.classcentral.com/course/swayam-feminist-writings-12981> | | | |
| 3 | <https://swayam.gov.in/nd2_arp19_ap54/preview> | | | |
| 3 | <https://onlinecourses.nptel.ac.in/noc20_hs42/preview> | | | |
| 4 | <https://www.openlearning.com/courses/introductiontowomensandgenderstudiesinthecontextofasean/> | | | |
| CourseDesignedBy:Dr. K. Mangayarkarasi | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MappingwithProgrammeOutcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | S | S | S | S | M |
| **CO3** | M | S | M | S | S | S | S | S | M | S |
| **CO4** | S | S | S | M | M | S | S | S | S | S |
| **CO5** | S | S | S | S | S | M | S | M | S | S |

\*S-Strong;M-Medium;L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **13B** | **CORE - 2**  **FEMINIST THEORIES AND THINKERS** | L | T | P | C |
| **Pre-requisite** | | | Women’s History in Development Process | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2025-2026** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. To enhance the understanding of theories of feminism, deliberate and apply discussions on various women issues 2. To develop the theoretical knowledge of feminist concepts 3. To understand the various feminist involved in the feminist movements | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | The student will understand the types of feminist perspectives from ancient time | | | | K1 | | |
| 2 | The student twill gain knowledge on the underlying perception of feminism. | | | | K3 | | |
| 3 | Gain knowledge on patriarchy and capitalism | | | | K2 | | |
| 4 | The student will understand the feminist involved in feminist movements | | | | K2 | | |
| 5 | The students will understand the historical perspectives involved in feminism | | | | K5 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| **Unit: 1** | | **FEMINIST MOVEMENTS AND LIBERAL FEMINISM** | | | **7 Hours** | | |
| History of feminism–Feminist theories and Waves– first Wave –Second Wave and Third Wave-Stand point theory- Equality–Rationality - Freedom – Mary Wollstone Craft - Betty Friedman –Harriet Taylor-J. S. Mill | | | | | | | |
| **Unit: 2** | | **MARXIST FEMINISM** | | | **7 Hours** | | |
| Historical and Theoretical Background – Production – Reproduction – The Value of Social Reproduction- The Social Wage, Mode of Production Debate, and Patriarchy-Social Reproduction Theory-–Class –Alienation-Marriage and Family-Marx and Engels | | | | | | | |
| **Unit: 3** | | **RADICAL FEMINISM** | | | **8 Hours** | | |
| Gender – Patriarchy – Sexuality – Dialectic Logic of Sex – Androgyny – Misogyny – Motherhood Sisterhood - Kate Millet - Shulamith Firestone- Mary Daly, Adrienne Rich | | | | | | | |
| **Unit: 4** | | **SOCIALIST FEMINISM** | | | **7 Hours** | | |
| Class and Gender Division of Labor–Masculinity –Femininity-Separation – Socialization -Young-Juliet Mitchell | | | | | | | |
| **Unit: 5** | | **POST MODERN AND POST COLONIAL FEMINISM** | | | **8 Hours** | | |
| History– Theory- Black feminism–Eco Feminism Techno Feminism – Post colonial feminism- Dalit feminism – Intersectional analyses – Recent trends in Feminism | | | | | | | |
| **Unit: 6** | | **CONTEMPORARY ISSUES** | | | **3 Hours** | | |
| Expert lectures, online seminars–webinars related to gender and social institutions | | | | | | | |
|  | **Total hours** | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | |
| 1 | Miranda Kiraly(Editor), Meagan Tyler (Editor) 2015, Freedom Fallacy: The Limits of Liberal Feminism Paperback edition | | | | | | |
| 2 | Sara Delamont, 2003, Feminist Sociology, Sage, New Delhi | | | | | | |
| **Reference Books** | | | | | | | |
| 1 | Mackay,F.(2015),Radical Feminism, Feminist Activism in Movement, Palgrave Macmillan,  Adi vision of Macmillan Publishers Limited | | | | | | |
| 2 | Miranda Kiraly (Editor), Meagan Tyler (Editor) 2015, Freedom Fallacy: The Limits of Liberal Feminism Paperback edition | | | | | | |
| 3 | Ramaswamy, (2012), Feminist Sociology, Alfa publication, New Delhi. | | | | | | |
| 4 | Kathy Davis & Mary Evans and Judith Lorber (2008) “Gender and Women’s Studies” Sage Publications | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | |
| 1 | <https://scholarworks.smith.edu/cgi/viewcontent.cgi?article=1014&context=swg_facpubs> | | | | | | |
| 2 | <https://plato.stanford.edu/entries/feminism-class/> | | | | | | |
| 3 | <https://femmagazine.com/feminism-101-what-is-postcolonial-feminism/> | | | | | | |
| 4 | <https://plato.stanford.edu/entries/feminist-power/> | | | | | | |
| 5 | <https://www.marxists.org/subject/women/authors/firestone-shulamith/dialectic-sexhtml> | | | | | | |
| Course Designed By: Dr.C.Ramya&Dr.D.Kalpana | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | L | L | M | M | M | L |
| **CO2** | M | S | S | M | L | L | M | M | M | L |
| **CO3** | M | M | M | M | L | L | M | M | M | L |
| **CO4** | M | M | M | M | L | L | M | M | M | L |
| **CO5** | M | M | M | M | L | L | M | M | M | L |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **13C** | **CORE - 3 GENDER AND SOCIAL INSTITUTIONS** | L | T | P | C |
| **Pre-requisite** | | | Knowledge in key concepts related to gender and social institutions like marriage, family, community, caste and religion | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2025-2026** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. To understand the knowledge about gender and social Institutions in Indian scenario through a gender lens. 2. To analyse the influence of socio-economic background to understand gender and social institution through gender lens 3. To gain knowledge on social institutions through gender lens | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Understand the role of gender in various social institutions through gender lens | | | | K2 | | |
| 2 | Gain knowledge on the influence of socio-economic background towards gender  Roles | | | | K5 | | |
| 3 | Able to understand the status of women in the changing scenario | | | | K2 | | |
| 4 | Student is sensitized with gender roles in society | | | | K6 | | |
| 5 | The student will be aware about the impact of social institution on one’s own gender | | | | K1 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| **Unit: 1** | | **INTRODUCTION TO SOCIAL INSTITUTIONS** | | | **7 Hours** | | |
| Family – Marriage - Kinship-Caste and Religion and Gender Inequality - Perpetuation of Gender inequality under Patriarchy–Structuralism-Social Class in India. | | | | | | | |
| **Unit: 2** | | **SOCIALIZATION AND ROLE OF SOCIAL INSTITUTIONS** | | | **8 Hours** | | |
| Structuralism-Materialism-Dali perspective on Caste, Position of Women with in Caste system Endogamy and Exogamy Reinforcing of Marriage Structures, Reservation Policy and its implication for women | | | | | | | |
| **Unit: 3** | | **GENDERAND SOCIO-ECONOMIC TERMS** | | | **7 Hours** | | |
| Socio-Economic Gender Terms-Feminization of Poverty – Hegemony - Class / Caste politics in Feminism – Relative Deprivation – Horizontal and Vertical – Equity and Equality – Resource Sharing / accessing - Commoditization of Women - Sexual Politics | | | | | | | |
| **Unit: 4** | | **DIFFERENTIAL STATUS OF WOMEN** | | | **7 Hours** | | |
| Dalit Women, Tribal Women, Minorities Women (Muslim, Christian, Sikh). Rural women-Urban Women – Widow - Physically challenged women - Single mother, and victims of sexual Offenses –Devadasi, Sex workers and domestic workers - LGBTQ movement. | | | | | | | |
| **Unit: 5** | | **ENGENDERING SOCIAL, ECONOMIC, CULTURAL AND POLITICAL CONTEXTS** | | | **8 Hours** | | |
| Concept of Engendering: Strategic gender needs, Practical gender needs, Gender budgeting, Gender auditing, State/National Policy on Women’s Empowerment, Demographic indicators on Status of Women in India. | | | | | | | |
| **Unit: 6** | | **CONTEMPORARY ISSUES** | | | **3 Hours** | | |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | | | | | |
|  | **Total** | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | |
| 1 | P.B.Rathod(2010),AnIntroductiontoWomen’sStudies,978-81-8376-248-9. | | | | | | |
| 2 | R. W. Connell (2002), Gender, 978-0-7456-2716-8. | | | | | | |
| **Reference Books** | | | | | | | |
| 1 | S. K. Pachauri (2013), Women and Human Rights, 81-7648-077-0. | | | | | | |
| 2 | Leela Dube (1997), WomenandKinship:PerspectivesonGenderinsouthandSouth-EastAsia,81-316-0288-5 | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | |
| 1 | <http://www2.bakersfieldcollege.edu/driess/sociology20b1_social20insti.pdf> | | | | | | |
| 2 | https:/[/www.soz.univ](http://www.soz.univie.ac.at/fileadmin/user_upload/inst_soziologie/Personen/Institutsmitgli)i[e.ac.at/fileadmin/user\_upload/inst\_soziologie/Personen/Institutsmitgli](http://www.soz.univie.ac.at/fileadmin/user_upload/inst_soziologie/Personen/Institutsmitgli)eder/Verwiebe/Social\_Institutions\_in\_Encyclopedia\_of\_Quality\_of\_Lif  e\_Research.pd | | | | | | |
| 3 | https://onlinelibrary.wiley.com/doi/abs/10.1111/ajpy.1210213. | | | | | | |
| 4 | <http://www.nyu.edu/gsas/dept/politics/undergrad/research/kaminsky_thesis.pdf> | | | | | | |
| 5 | [htt](http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm)p:/[/hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm](http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm) | | | | | | |
| Course Designed By: Dr.C.Ramya | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcome** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | S | M | M | M | M | M | M |
| **CO2** | M | M | M | M | M | M | M | M | M | M |
| **CO3** | M | M | M | M | M | M | M | M | M | M |
| **CO4** | S | L | L | M | M | M | M | M | M | M |
| **CO5** | S | M | M | M | M | M | M | M | M | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | | **13D** | | **CORE -4**  **FEMINIST RESEARCH METHODOLOGY** | L | | | T | | P | C |
| **Pre-requisite** | | | | | Basic Knowledge in Feminism and  Methodology concepts | 2 | | | 1 | | 1 | 4 |
| **Syllabus Version** | | | **2025-2026** | | | |
| **Course Objectives:** | | | | | | | | | | | | |
| The main objectives of this course are to:  1. To understand the basics of research methods  2. To learn the methodologies to do research  3. To learn to do research in Feminism | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | | Gain knowledge on research methods | | | | | K2 | | | | | |
| 2 | | Gain knowledge on different types of data collection | | | | | K3 | | | | | |
| 3 | | Knowledge on report, article writing and how to do project | | | | | K4,K6,K5 | | | | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | | | | | | |
| **Unit: 1** | | | **INTRODUCTION TO RESEARCH METHODOLOGY** | | | | | | **7 Hours** | | | |
| Meaning of Research – Objectives – Types of Research – Significance of Research –Research and Scientific method-Research Process- Criteria of Good Research | | | | | | | | | | | | |
| **Unit: 2** | | | **PROBLEM IDENTIFICATION, FORMULATION AND  RESEARCH DESIGN** | | | | | | **7 Hours** | | | |
| Problem Identification and formulation-Research Question-Hypothesis- Characteristics of a Hypothesis - Null Hypothesis – Alternative Hypothesis – Hypothesis Testing – Logic and Importance. Concept and Importance of Research Design – Need for Research Design – Features of a Good Design – Types – Concept of Independent and Dependent Variables. | | | | | | | | | | | | |
| **Unit: 3** | | | **MEASUREMENT AND SCALING TECHNIQUES** | | | | | | **7 Hours** | | | |
| Quantitative and Qualitative Data – Levels of Measurement Scales and Sociometry – Goodness of Measurement Scales – Validity and Reliability. Scaling Techniques – Comparative Scaling Techniques and Non – Comparative Scaling Techniques | | | | | | | | | | | | |
| **Unit: 4** | | | | **SAMPLING TECHNIQUES** | | | | | |  | | |
| Introduction to Sampling Techniques – Concepts of Population – Sample – Sampling Frame – Sampling Error – Sample Size – Characteristics of a Good Sample – Types of Sampling – Probability and Non Probability – Determining size of the sample – Practical consideration in Sampling and Sample Size. | | | | | | | | | | | | |
| **Unit: 5** | | | **DATA ANALYSIS AND DATA INTERPRETATION** | | | | | | **8 Hours** | | | |
| **Qualitative Data Analysis** – Qualitative Data Formatting and Processing – Content Analysis – Narrative Analysis - - Discourse Analysis – Grounded Theory Methodology and Interpretative Analysis. **Quantitative Data Analysis** – Descriptive Statistics: Measure of Central Tendency (Mean, Median and Mode), Measure of Dispersion: Range, Mean Deviation, Standard Deviation, Characteristics of Association- Correlation and Regression, Chi-Square, ANOVA, Factor Analysis, Structural Equation Model, Using SPSS | | | | | | | | | | | | |
| **Unit: 6** | | | **REPORT WRITING** | | | | | | **8 Hours** | | | |
| Meaning of Interpretation – Significance of Report Writing – Layout of Research Report Precautions for writing Research Report – Documentation and Citation Styles Acknowledging Sources and Awareness on Plagiarism – Oral Presentation | | | | | | | | | | | | |
| **Related online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | **3 Hours** | | | |
|  | <https://onlinecourses.swayam2.ac.in/cec20_ge37/preview> | | | | | | | | | | | |
|  | <https://onlinecourses.nptel.ac.in/noc20_hs78/preview> | | | | | | | | | | | |
|  | <https://onlinecourses.swayam2.ac.in/cec20_mg14/preview> | | | | | | | | | | | |
| **Total** | | | | | | | | **40 Hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | EkwaI Imam, 2015, Bsics of Research Methodology. New India Publishing Agensy, New Delhi | | | | | | | | | | | |
| 2 | Kothari, C.R. and GauravGarg, 2014, Research Methodology: Methods and Techniques, New Age International Publishers. | | | | | | | | | | | |
| 3 | Baker, Therese L. 2014. Doing Social Research (3rd Edition). New Delhi: Tata McGraw Hill | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | |
| 1 | | AnolBhattacharjee, (2012) “Social Science Research: Principles, Methods and Practices” | | | | | | | | | | |
| 2 | | Matt Henn and Mark Weinstein, Nick Foard, 2006, A Short Introduction to Social Research, Vistaar Publications, New Delhi. | | | | | | | | | | |
| 3 | | SajeevanRao, A & Deepak T Yagi 2009, Research Methodology with SPSS Shree Niwas Publications, Jaipur. | | | | | | | | | | |
| 4 | | Verma and GopalVerma, 2006, Research Methodology, Common Wealth Publishers, New Delhi. | | | | | | | | | | |
| 5 | | Zina O’ Leary 2014 The essential Guide to Doing your Research Project, Sage Publication | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| 1 | | <http://heimeriks.net/2002issi.pdf> | | | | | | | | | | |
| 2 | | htt[ps://www.monash.edu/rlo/quick](http://www.monash.edu/rlo/quick-study-guides/writing-a-report)-[study-guides/writing-a-](http://www.monash.edu/rlo/quick-study-guides/writing-a-report)report | | | | | | | | | | |
| Course Designed By: Dr.D. Kalpana and Dr.C.Ramya | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO10** |
| **CO1** | M | M | S | L | L | L | L | S | M | L |
| **CO2** | S | S | S | L | L | L | L | S | M | L |
| **CO3** | M | M | S | L | L | L | L | S | M | L |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **16A** | **FIELD PRACTICUM - I** | L | T | P | | C |
| **Pre-requisite** | | | Learned about gender-based issues and empowerment can be learned more through  field visits | 1 | 1 | 2 | | 4 |
| **Syllabus Version** | | **2025-2026** | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. TogainthepracticalknowledgebyvisitingNGOs,Organizations&Governmentsectors | | | | | | | | |
| Expected Course Outcomes: | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles of gender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with gender lens | | | | | | K4 | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | | | K5 | |
| **K1**-Remember; **K2**-Understand; **K3** -Apply; **K4**-Analyze; **K5**-Evaluate; **K6** –Create | | | | | | | | |
| Skill oriented training is an essential component to the course and understanding in practical. This course aims to develop various practical skills, so that the students can play an effective role as policy makers in the society, particularly at the grassroots level. Project work will include training in gender analysis and planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done.  This will be part of Department extension activity | | | | | | | | |
| Course Designed By: Dr. K. Mangayarkarasi | | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMOTIONAL QUOTIENT FOR WOMEN EMPOWERMENT (2 Credits –Value Added)** | | | | | |
| **Name of the Department** | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | Dr.Zenetta Rosaline  Professor and Director  Department of Women’s Studies Bharathiar University  E-mail:[dr.zenettadirector.bu2014@gmail.com](mailto:dr.zenettadirector.bu2014@gmail.com) | |
| **Inter/Intra Department Course** | | | | Inter department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | Enrolled in M.A Gender Studies | |
| **Number of Candidates to be Admitted** | | | | I M.A Gender Studies Students | |
| **Registration Procedure** | | | |  | |
| **Job Opportunities:** Any NGO, Industries, IT industry etc. | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | Aims to understand the importance of mental health | | | | |
| 2 | To understand the concept so Emotional Quotient and its models | | | | |
| 3 | To understand the concept so social Intelligence and Human relations | | | | |
| 4 | Gain the Practical knowledge about the case studies on Emotional Quotient | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
| **Module 1** | | **Basic Concepts -** Concept and importance of Mental Health, Introduction to Emotional Intelligence: Definition: Emotional intelligence (EI), Emotional leadership (EL), Emotional quotient (EQ), Emotional Intelligence Quotient (EIQ), Elements of Emotional Intelligence. | | | **4 hours** |
| **Module 2** | | **Models of Emotional Quotient** Origins of the Concept of Emotional Quotient, Emotional Quotient Models: Ability model, mixed model**,** Trait model | | | **4 hours** |
| **Module 3** | | **Skills of Emotional Intelligence-**Emotional Intelligence skills, Emotional Intelligence and key leadership skill, Advantages of Emotional Intelligence, Personal Competence (Self Awareness, Self - Management & Motivation) | | | **4 hours** |
| **Module 4** | | **Women and Emotional Quotient-**Women and Emotional Quotient, Emotional Quotient in Family level, Emotional Quotient in the Workplace, Motivation and Leadership. | | | **4 hours** |
| **Module 5** | | **Women Empowerment**- Meaning and concept of Women empowerment, Empowerment and dynamics of Emotional Quotient, Women empowerment through emotional Quotient, Social Intelligence and Human relationships, Case studies on Emotional Quotient. | | | **4 hours** |
| **Total** | | | | | **20 Hours** |
| **Book(s) for Study** | | | | | |
| K. Aswathappa (2010) Organizational Behavior Himalaya Publishing House | | | | | |
| Goleman, D.,(1995).Emotional intelligence: why it can matter more than IQ. London: Bloomsbury. | | | | | |
| **Book(s)for reference** | | | | | |
| Prasad, LM., (2006) Organizational Behavior. New Delhi: Sultan Chand & Sons | | | | | |
| Goleman, D., (2007) Social Intelligence the New Science of Human Relationships New York times best seller | | | | | |
| **Related Online Contents** | | | | | |
| <https://www.cu.edu/sites/default/files/EI%20Participant%20Guide%20Updated%202015.pdf> | | | | | |
| <https://shodhganga.inflibnet.ac.in/bitstream/10603/219804/5/06_chapter1.pdf> | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ARTIFICIAL INTELLIGENCE AND GENDER (2 Credits Certificate Course)** | | | | | | |
| **Name of the Department** | | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | | Dr. K. Mangayarkarasi  Assistant Professor  Department of Women’s Studies Bharathiar University, Coimbatore Mobile -9942930137  Email-[kmangaiapdws@buc.edu.in](mailto:kmangaiapdws@buc.edu.in) | |
| **Inter/Intra Department Course** | | | | | Inter Department Course | |
| **Duration of the Course** | | | | | 6 Months | |
| **Eligibility** | | | | | Enrolled in M.A Gender Studies | |
| **Number of Candidates to be Admitted** | | | | | I M.A Gender Studies Students | |
| **Registration Procedure** | | | | |  | |
| **Job Opportunities:** Can work in software and have a opportunity to reduce gender bias in  Technology  Can examine the Technology Gender analysis perspective | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | To have an introduction about Python at basic level | | | | |
| 2 | | To learn about the sequence of data constructs | | | | |
| 3 | | To gain about the Artificial Intelligence | | | | |
| 4 | | Can learn more about software agents | | | | |
| 5 | | To identify solution to get rid of gender parity in the physical world as well as in the  Minds of future machines | | | | |
| **Course Content** | | | | Lecture / Practical / Project / Internship | | |
|  | | | | | | |
| **Module 1** | | | Python interpreter and interactive mode – Data types – Operators -  Control Statements –if - if else – for – while – functions | | | **4 Hours** |
| **Module 2** | | | List & Tuples -List methods and operations - Strings methods and  Operations – Dictionaries | | | **4 Hours** |
| **Module 3** | | | Introduction– Definition- Future of Artificial Intelligence–Introduction to Data Science, AI and Machine learn in, Narrow AI-General AI-Super AI | | | **4 Hours** |
| **Module 4** | | | Supervised learning- Unsupervised learning- Reinforcement Learning- Google Teachable Machine learning platform-AI Fairness and inclusion, unfair biases | | | **4 Hours** |
| **Module 5** | | | AI and Employment-AI and Legal Systems-AI and Loneliness - AI and Ethics-AI and Sports | | | **4 Hours** |
|  | | | **Total** | | | **20 Hours** |
| **Book (s) for Study** | | | | | | |
| 1 | P.Laliraj and T.Devi , Artificial Intelligence Theory, Models, and Applications ,Springer, CRC Press, 2021 | | | | | |
| 2 | GuidovanRossumand FredL.DrakeJr,―An Introduction to Python–Revised and updated for Python3.2, Network Theory Ltd., 2011 | | | | | |
| 3 | S.Russell and P.Norvig, "Artificial Intelligence: A Modern Approach‖, Prentice Hall, ThirdEdition,2009 | | | | | |
| **Book (s) for reference** | | | | | | |
| 1 | K. Sanyal, R. Chakrabarti, Artificial Intelligence and India, First Edition, Oxford University Press, 2020 | | | | | |
| 2 | Costa, Pedro, AI become sher: Discussing gender and artificial Intelligence, Intellect Publisher, 2019 | | | | | |
| **Related Online Contents** | | | | | | |
| 1 | <https://www.mooc-list.com/course/big-data-artificial-intelligence-and-ethics-coursera> | | | | | |
| 2 | <https://onlinecourses.nptel.ac.in/noc20_cs42/preview> | | | | | |
| 3 | <https://www.weforum.org/agenda/2019/06/this-is-why-ai-has-a-gender-problem/> | | | | | |

**SECOND SEMESTER**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **23A** | **CORE – 5**  **GENDER AND EDUCATION** | **L** | **T** | **P** | **C** |
| **Pre-requisite** | | | To know about the status of women’s education in Post Vedic Period and the recent trends in education | **2** | **1** | **1** | **4** |
| **Syllabus Version** | **2025 -2026** | | |
| **Course Objectives:** | | | | | | | |
| 1. To understand the historical background of women education 2. To understand the level of gender discrimination in education sector 3. To create awareness about the efforts taken by various agencies in improving the status of Women’s education in India | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Gain knowledge about the status of women’s education from a historical perspective | | | | | **K1** | |
| 2 | To understand the impact of gender as a factor in education | | | | | **K2** | |
| 3 | To analyse the inequalities in gaining education for women and factors affecting it | | | | | **K4** | |
| 4 | Gain knowledge on various commissions and committees for women’s education | | | | | **K5** | |
| 5 | Gain knowledge on major schemes for women’s education in India | | | | | **K5** | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4** -Analyse;**K5** -Evaluate;**K6** –Create | | | | | | | |
| **Unit:1** | | **HISTORICAL PERSPECTIVES OF WOMEN’S EDUCATION IN INDIA** | | | | **7 hours** | |
| Women’s education in Vedic India - Post Vedic India – Medieval India - Impact of Western Civilization on Women’s Education - 19th Century Struggle for Women’s Education - Women’s Education in Free India: Gender Disparity in Enrolment - Women Education and Five-year Plans – Women’s Entrepreneurship Platform | | | | | | | |
| **Unit:2** | | **GENDER AND EDUCATION** | | | | **7 hours** | |
| Gross Enrolment Ratio – Education and Career Opportunities for Women - Education and Social Change: Curriculum Development - Reservation for Women in Education – Importance of Vocational Education for women - Women’s career in science - Gender and STEM - NITI Aayog's Initiatives for Women's Education | | | | | | | |
| **Unit:3** | | **GENDER INEQUALITY INEDUCATION** | | | | **7 hours** | |
| Constraints for Women’s Education: Social, Economic, Cultural, Geographic and other Factors - Increase in Dropout rates – Exclusion of Women from Scientific research - Inequality in access, utilization and impact of ICTs | | | | | | | |
| **Unit:4** | | **COMMISSIONS FOR WOMEN’S EDUCATION** | | | | **8 hours** | |
| The Radha Krishnan Commission (1948-49) - Mudaliar Commission (1952) – Kothari Commission (1964-66) – Ramamurthy Commission (1991) - National Perspective Plan for Women’s Education (1998-2000) - National Education Policy (2020) | | | | | | | |
| **Unit:5** | | **MAJOR SCHEMES FOR WOMEN’S EDUCATION** | | | | **8 hours** | |

|  |  |  |  |
| --- | --- | --- | --- |
| National Literacy Mission– National Adult and Continuing Education-Sarva Shiksha Abhiyan - Midday meals Scheme – Beti Bachao Beti Padhao – Sukanya Samriddhi Yojana - Kasturba Gandhi Balika Vidyalaya Scheme - CBSE Udaan Scheme – Pudhumai Penn Scheme – AdiDravidar and Tribal Residential Schools – Free textbooks and bicycles scheme | | | |
| **MOOC, SWAYAM,NPTEL,Websites,etc.** | | | **3 hours** |
| <https://onlinecourses.swayam2.ac.in/cec20_ed14/preview><https://onlinecourses.swayam2.ac.in/cec20_ge27/preview><https://onlinecourses.swayam2.ac.in/arp19_ap71/preview> | | | |
|  | | **Total** | **40 hours** |
| **Text Book(s)** | | | |
| 1 | NagarajuGundemeda, 2024, Gender, State and Education, Routledge, New York | | |
| 2 | Nittala Noel, AnuragPrashanth, BonalaKondal and Din Bandhu, 2024, National Education Policy 2020: Perspectives, Challenges, and Issues, Routledge, New York | | |
| 3 | R. C. Mishra,2009,WomenEducation,APHPublishingCorporation,NewDelhi. | | |
| 4 | Radha Dua,2008,WomenEducation, APHPublishingCorporation,NewDelhi. | | |
| 5 | N. S. Nagar,2008,WomenandPolitics,VistaInternationalPublishingHouse,NewDelhi | | |
| 6 | Janardan Prasad, 2006, “Women Education and Gender Justice: A Multidimensional Approach”, Kanishka Publishers, New Delhi | | |
| **Reference Books** | | | |
| 1 | Manish K. Verma, 2025, Education and Sustainable Development: Challenges, Opportunities & Future Prospects, Routledge, New York | | |
| 2 | Yusuf Alpaydin and CihadDemirli, 2024, Educational Theory in the 21st Century: Science, Technology, Society and Education, Palgrave Macmillan, New York | | |
| 3 | Madeleine Arnot and Mairtin Mac, An Gail, (2006) “Gender and Education”, Routledge, New York | | |
| 4 | Bharathi Ray, (Ed.), 2005, Women of India: Colonial and Post-Colonial Periods in HistoryofSciencesandPhilosophyinIndianCivilization,Vol,IX, Part3,Sage, New Delhi. | | |
| 5 | MalaKhullar,(Ed.),2005,Women’sMovement:A Reader, Kalifor Women, NewDelhi | | |
| 6 | BharatJ,MadhuJ,2004,IndianApproachestoWomen’sEmpowerment, Rawat,Jaipur | | |
| **Related Online Contents** | | | |
| 1 | <http://www.cwds.ac.in/wp-content/uploads/2016/09/Post-Independence-Educational.pdf> | | |
| 2 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/86829/11/11_chapter%203.pdf> | | |
| 3 | <https://en.wikipedia.org/wiki/Female_education> | | |
| 4 | https://en.wikipedia.org/wiki/Sex\_differences\_in\_education | | |
| Course Designed By: Dr. K. Mangayarkarasi | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | S | S | S | S | M | S | S | S | S | S |
| CO5 | S | S | M | S | S | S | S | M | S | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | | **23B** | **CORE - 6 INTRODUCTION TO COUNSELING AND GUIDANCE** | L | T | P | C |
| **Pre-requisite** | | | | Knowledge on Counselling | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2025-2026** | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the theoretical basis of counselling skills, interviewing techniques, personal and professional and ethical issues in counselling. 2. To focus on the special areas in counselling and guidance 3. To understand the relationship between feminism and counselling | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student twill be able to: | | | | | | | | |
| 1 | | Understand the basis of counselling and special areas relevant to it | | | | K3 | | |
| 2 | | Understand the need for feminist perspective during counselling | | | | K2 | | |
| 3 | | Knowledge on ethical and legal issues in counselling | | | | K1 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | | |
| **Unit: 1** | | | **EMERGENC AND GROWTH OF GUIDANCE AND COUNSELING** | | | **8 Hours** | | |
| Introduction – Factors Contributing to the Emergence of counselling – Feminist Critique of Psychological Interventions – looking at Counselling from a Gender Perspective. Feminist Analysis of Gender Roles and Psychological Problems of Women. Sex Role Stereotypes and Mental Health of Women. | | | | | | | | |
| **Unit: 2** | | | **COUNSELING PROCESS AND FEMINIST PERSPECTIVE** | | | **8 Hours** | | |
| Preparation for counselling – Counselling relationship – Background, Theory, Impact of Feminist Movement on counselling – Respect for Woman’s Experiences and Establishment of Woman Consciousness – Sex Role Analysis, Self – Disclosure, Analysis of Power Dynamics. Characteristics of Feminist and Non-sexist Approaches. | | | | | | | | |
| **Unit: 3** | | | **SPECIAL AREAS IN COUNSELING AND GUIDANCE** | | | **7 Hours** | | |
| Individual counselling – Group counselling – Marriage counselling – Pre-marital counselling- Self Help and Consciousness Raising Groups (CRG) – Growth of Consciousness Raising Movement – Process in CRG – Evaluation of CRG | | | | | | | | |
| **Unit: 4** | | | **FEMINIST APPROACHES TO SPECIFIC ISSUES** | | | **7 Hours** | | |
| Family Violence – Traditional approaches versus Feminist Approach – Sexual Assault, Rape, Discrimination, Suicidal Behaviour, Managing Role Conflicts and Role Stress – Managing Developmental Changes – Puberty, Motherhood, Menopause, Aging – Women’s Collectives and Support groups – Group counselling | | | | | | | | |
| **Unit: 5** | | | **ETHICAL AND LEGAL ISSUES** | | | **7--hours** | | |
| counselling Preparation and Professional Issues – Academics Preparation – Practical Skills – Ethical Standards – Other approaches, Help Lines, Crisis Interventions, E-Based counselling – Psycho Education for Life Skills. | | | | | | | | |
| **MOOC, SWAYAM, NPTEL, Websitesetc** | | | | | | **3hours** | | |
| **1** | <https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview> | | | | | | | |
| **Total** | | | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | | |
| 1 | | Samuel T. Gladding, 2019, Counseling– A Comprehensive Profession, Pearson8thEdition. | | | | | | |
| 2 | | RamNathSharma,2018, Guidance and Counselling in India, Atlantic Publisher (P) Ltd | | | | | | |
|  | | NarayanaRao. S. 2011, Counselling and Guidance, Tata McGraw Hill Education Private Limited, New Delhi. | | | | | | |
| 3 | | NarayanaRao. S 2011, Counseling and Guidance, Tata McGraw Hill Education Private Limited, New Delhi. | | | | | | |
| **Reference Books** | | | | | | | | |
| 1 | | Richard Nelson - Jones, 2008 Basic Counselling Skills: A Helper's Manual Paper back | | | | | | |
| 2 | | Robert, L. Gibson, 2005, Introduction to Guidance and Counselling, 6th Edition | | | | | | |
| 3 | | R.A. Sharma, R..Lall 2006, Fundamentals of Guidance and Counselling, Book Depot, Meerut | | | | | | |
| 4 | | David Capuzzi& Douglas Gross, 2008, Counselling and Psychotherapy – Theories and Intervention, Pearson Education | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | |
| 1 | | <https://ncert.nic.in/textbook/pdf/lehe108.pdf> | | | | | | |
| 2 | | <http://www.unesco.org/education/mebam/module_2.pdf> | | | | | | |
| 3 | | https://is.muni.cz/el/1423/podzim2012/GEN148/um/Dietz\_CurrentControversies\_2003.pdf | | | | | | |
| Course Designed By: Dr.D.Kalpana | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | L | L | L | M | L | L | L | L |
| **CO2** | S | M | S | L | L | M | L | L | L | L |
| **CO3** | S | M | S | S | L | L | L | L | L | L |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **23C** | **CORE - 7  CLIMATE CHANGE AND GENDER** | L | T | P | C |
| **Pre-requisite** | | | Basic Knowledge and interest towards Environment | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2025-2026** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:  1. To understand the historical perspectives of relation between women and environment  2. To delineate the integration of gender concerns and perspectives in policies and programmes for   sustenance of Environment at international, national, regional levels  3. To understand the role of NGOs in environmental protection. | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Gain knowledge on the link between women and environment | | | | K1 | | |
| 2 | Understand various women’s movements involved in environmental protection | | | | K2 | | |
| 3 | Gain knowledge on Environment protection through gender involvement | | | | K2 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| **Unit: 1** | | **GENDER AND NATURAL ENVIRONMENT** | | | **8 Hours** | | |
| Women and Environment–Basic Needs in Rural and Urban Environments – Eco system – Fodder, Fuel, wood – Rio Declaration - CHIPKO Movement - Narmada Bachao Aandolan - Impact of Indoor and outdoor Pollution | | | | | | | |
| **Unit: 2** | | **WOMEN AND ENVIRONMENT** | | | **8 Hours** | | |
| Nature as famine principle - basic needs in rural and urban environment-management of natural resources- depilation of natural resources- sustainable development and impact on women. | | | | | | | |
| **Unit: 3** | | **WOMEN IN LAND MANAGEMENT** | | | **7 Hours** | | |
| Forest management-Global warming waste water management – Role of Women in Agriculture- Reflections of advanced technologies towards environment | | | | | | | |
| **Unit: 4** | | **ECO FEMINISM** | | | **7 Hours** | | |
| Emergence of Eco feminism-nature of Eco feminism–Eco feminism and its critics in India. | | | | | | | |
| **Unit: 5** | | **GENDER AND BIO DIVERSITY MANAGEMENT** | | | **7 Hours** | | |
| Impact on Women’s Development Role of NGOs in protecting the Environment and Rights of Women– National Policy on Protecting Environment – Role of Pollution Control Boards - Central and State initiatives for environment protection - Ministry of Environment and Forest- Recent trends | | | | | | | |
| **MOOC, SWAYAM, NPTEL, Websites etc** | | | | | **3 Hours** | | |
| https://nptel.ac.in/courses/109/107/109107171/ | | | | | | | |
| https://nptel.ac.in/courses/120/108/120108004/#  http://www.pondiuni.edu.in/sites/default/files/MOOCs\_20180809.pdf | | | | | | | |
| **Total** | | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | |
| 1 | M.S Swaminathan, (1998),Gender Dimensions in Biodiversity, Management, Konark publishers pvt ltd, New Delhi, | | | | | | |
| 2 | M. G. Chitkara (2012), Women and Environment, APH Publishing Corporation, New Delhi. | | | | | | |
| 3 | Maria Mies and Vandana Shiva (2010) Eco Feminism | | | | | | |
| **Reference Books** | | | | | | | |
| 1 | Vandana Shiva,( 2019) Water Wars: Privatization, Pollution, and Profit | | | | | | |
| 2 | PromillaKapur (ed), (2000), Empowering Indian Women, Publication Division, Government of India, NewDelhi | | | | | | |
| 3 | UzmaParveen (2009) Women and Environmental Management, The Women Press, Delhi. | | | | | | |
| 4 | RachnaSuchinmayee (2008) Gender, Human Rights and Environment , Atlantic Publishers pvt ltd. | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | |
| 1 | https://shodhganga.inflibnet.ac.in/bitstream/10603/176489/7/07\_chapter%201.pdf | | | | | | |
| 2 | https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A\_CONF.151\_26\_Vol.I\_Declaration.pdf | | | | | | |
| Course Designed By: Dr.C.Ramya | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | S | M | S | S | S | S | S |
| **CO2** | M | S | S | S | S | S | S | S | S | M |
| **CO3** | S | S | S | M | M | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **2EA** | **ELECTIVE–1  GENDER AND HEALTH** | L | T | P | C |
| **Pre-requisite** | | | Knowledge on Health status of all Gender | 20 | 10 |  | 4 |
| **Syllabus Version** | **2024-2025** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. To provide comprehensive profile of the health status of women in various life stages. 2. To understand the influence of gender roles on health status of women 3. To understand the significance of sanitation and menstrual hygiene | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Gain knowledge on health needs of women in the society | | | | K1 | | |
| 2 | Understand the role technology and its influence on women’s health | | | | K2 | | |
| 3 | Understand the national and international initiatives to develop women’s health | | | | K2 | | |
| 4 | The students will gain knowledge on women’s health issues | | | | K3 | | |
| 5 | The students will gain knowledge on reproductive health of women | | | | K2 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| **Unit: 1** | | **CONCEPT OF HEALTH** | | | **8 Hours** | | |
| Health Status of Women – Social, Economic and Cultural factors influencing health-gender bias and poor Health – Health Care System and Women – Sex Selective Abortion and Role of Technology – Mortality, Morbidity, Fertility Rate – Life Expectancy – MMR, NMR – Impact of Pandemic on Women’s Health – Women Health Care Workers during Pandemic | | | | | | | |
| **Unit: 2** | | **GENDER AND HEALTH** | | | **8 Hours** | | |
| Health Status of Women in India – Mortality and Morbidity factors influencing health – Nutrition and Health – HIV and AIDS control Programme – Holistic Approach to Women’s Health – Aliments related to Pregnancy, Three Trimesters of Pregnancy – Pregnancy and child birth – Health Problems during Pregnancy – Covid -19 Vaccination reach to women | | | | | | | |
| **Unit: 3** | | **HEALTH, HYGIENE AND SANITATION** | | | **7 Hours** | | |
| Sanitation Campaign – Scientific Management of Menstruation – Anaemia – Work Related Health Problems – National Health and Population Policies and Programmes – Maternal health to Child Health (MCH), - Absence of Toilet and Open Defecation – Issues of old Age | | | | | | | |
| **Unit: 4** | | **REPRODUCTIVE TECHNOLOGIES** | | | **7 Hours** | | |
| New Reproductive Technologies: Assisted Reproductive Technologies – PNDT Act – Birth Control Technologies – Gender difference in Contraceptive Practices – MTP Act 1971, Water Sanitation and Hygiene (WASH) | | | | | | | |
| **Unit: 5** | | **INTERNATIONAL & NATIONAL INITIATIVES** | | | **7 Hours** | | |
| Cairo Conference – International Conference on Population and Development 1994 – World Health Organisation, UNICEF – UNESCO – UN Women | | | | | | | |
| **Unit 6** | | **CONTEMPORARY ISSUES** | | | **3 Hours** | | |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | | | | | |
| **Total** | | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | |
| 1 | Parvesh Handa, 2011., Encyclopedia of Women Health, Gyan Publishing House, New Delhi | | | | | | |
| 2 | Kumar.A, and Kumar.M 2009, Health Development and Gender Equality, Deep and Deep Publications PVT Ltd, New Delhi | | | | | | |
| **Reference Books** | | | | | | | |
| 1 | Dr. R. Kumar and Dr.Meenal Kumar 2009, Older Women and Common Diseases, Deep and Deep Publications PVT Ltd, New Delhi | | | | | | |
| 2 | S. L. Goel and ArunaGoel 2008, Women Health Education , Deep and Deep Publications PVT Ltd, New Delhi | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | |
| 1 | [http://www.unwomen.org](http://www.unwomen.org/) | | | | | | |
| 2 | <http://whc.unesco.org/> | | | | | | |
| 3 | [www.unfpa.org/sites/default/files/event-pdf/icpd\_eng\_2.pdf](http://www.unfpa.org/sites/default/files/event-pdf/icpd_eng_2.pdf) | | | | | | |
| 4 | <https://www.who.int/news-room/fact-sheets/detail/sanitation> | | | | | | |
| 5 | <https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-019-6423-z.pdf> | | | | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | S | L | M | M | L |
| **CO2** | M | M | M | L | M | S | L | M | M | L |
| **CO3** | M | M | M | L | M | S | L | M | M | L |
| **CO4** | M | M | M | L | M | S | L | M | M | L |
| **CO5** | M | M | M | L | M | S | L | M | M | L |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **2EB** | **ELECTIVE – I  WOMEN ENTREPRENEURSHIP AND DEVELOPMENT** | L | T | P | C |
| **Pre-requisite** | | | **Basic knowledge about entrepreneurship and opportunities available for women** | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2024-2025** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. This paper gives an insight into the concept of Women entrepreneurship, & the problems and prospects of women entrepreneurs. 2. To understand the process of starting an entrepreneurship and the emerging trends in it 3. To understand the state and central initiatives for women entrepreneurship | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | The student will understand the basics of entrepreneurship with special reference to women | | | | K2 | | |
| 2 | The student will gain knowledge about the entrepreneurial traits and emerging trends in entrepreneurship | | | | K2 | | |
| 3 | The student will gain insights into the strategies to follow for development of women entrepreneurship | | | | K4 | | |
| 4 | The student will know the basics to start an entrepreneurial career | | | | K3 | | |
| 5 | The student will know the various initiatives of the government to promote women entrepreneurship | | | | K1 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| **Unit: 1** | | **INTRODUCTION TO ENTREPRENEURSHIP** | | | **8 Hours** | | |
| Concept and meaning – Importance of entrepreneurship – Factors contributing to entrepreneurship– Women and entrepreneurship – Significance of women entrepreneurship – Relationship between entrepreneurship and empowerment, Entrepreneurship –Mind Set | | | | | | | |
| **Unit: 2** | | **ENTREPRENEURIAL PROCESS AND EMERGING TRENDS** | | | **8 Hours** | | |
| Entrepreneurial Competencies – Traits – Motives – Attitudes - Achievement Orientation – Self Assessment - Entrepreneurial Ethics - Management of Technological changes and Forecasting - Forecasting Techniques – Technopreneurship – Netpreneurship – Agripreneurship - Women Entrepreneurship – Portfolio Entrepreneurship – Franchising– Small and Medium Business Enterprises, Entrepreneurship Development - Role of Educational Institutions | | | | | | | |
| **Unit: 3** | | **STRATEGIES OF WOMEN ENTREPRENEURSHIP DEVELOPMENT** | | | **8 Hours** | | |
| Special Employment Development Programme (EDP) for women – Micro enterprises and self-employment opportunities – Trends and patterns of women entrepreneurship – Non-stereotyping women Entrepreneurship activities – Use of ICT in women entrepreneurship, Entrepreneurial Leadership. | | | | | | | |
| **Unit: 4** | | **PREPARING FOR ENTREPRENEURIAL CAREER** | | | **8 Hours** | | |
| Deciding about Entrepreneurial Career - Identification and selection of business opportunities – Market assessment - Technology search - Production capacity - Assessment of Infrastructure requirements and other resources - Business plan and its importance, Creativity and Entrepreneurship, Benefits of Undertaking Market Research. | | | | | | | |
| **Unit: 5** | | **INITIATIVES TO PROMOTE WOMEN ENTREPRENEURSHIP** | | | **8 Hours** | | |
| NIESBUD – SIDCO – NABARD- DIC – DRDA – WDC Banks – STEP –SIDBI- MUDR SCHEME-SHGs in promoting entrepreneurship – Micro-credit initiatives, International Entrepreneurship, Entrepreneurship –Emerging Trends in the Global Knowledge Economy, Female Entrepreneurship, Exit Strategy for Entrepreneurs. | | | | | | | |
| **Total Lecture hours** | | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | |
| 1 | E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya Publishing House, Mumbai | | | | | | |
| 2 | S. Maria John, R. Jeyabalan, and S. Krishnamurthy, 2004, Rural Women Entrepreneurship, Discovery Pub House | | | | | | |
| 3 | P. Narayana Reddy, 2011, Entrepreneurship, Cengage Learning India Pvt. Ltd | | | | | | |
| 4 | Arya Kumar, 2013, Emtrepreneurship, Creating and Leading an Entrepreneurial Organisation | | | | | | |
| **Reference Books** | | | | | | | |
| 1 | Sheela Varghese, 2003, Employment of Women in the unorganized manufacturing sector, University Book House Private limited, Jaipur. | | | | | | |
| 2 | Soundrapandian (ed), 2000, Women Entrepreneurship- Issues and Challenges, AshishPublising House New Delhi | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | |
| 1 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/6775/12/12_chapter%201.pdf> | | | | | | |
| 2 | <http://www.ilo.org/wcmsp5/groups/public/-ed_emp/emp_ent/documents/publication/wcms_118096.pdf> | | | | | | |
| 3 | <http://www.unm.edu/~asalazar/Kauffman/Entrep_research/e_state.pdf> | | | | | | |
| 4 | <https://www.entrepreneurindia.co/project-identification> | | | | | | |
| 5 | <http://www.navodayaengg.in/wp-content/uploads/2015/10/Lecture-50.pdf> | | | | | | |
| Course Designed By: Dr.Zenetta Rosaline and Dr.D.Kalpana | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | M | M | M | M | L | L |
| **CO3** | S | M | M | S | S | L | M | L | L | M |
| **CO3** | M | S | S | M | M | M | M | L | M | M |
| **CO4** | M | M | M | S | S | M | L | M | L | L |
| **CO5** | M | M | S | S | M | L | M | L | L | M |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **2EC** | **ELECTIVE – 1  NGO AND SOCIAL WELFARE** | L | T | P | C |
| **Pre-requisite** | | | **Knowledge on NGO and Social Welfare** | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2025-2026** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. AimstounderstandtheadministrativefunctionsandoperationmechanismsofNGOsinvolvedinsensitizingwomen development programs 2. To understand the social welfare 3. To understand the social welfare administration | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | To Gain knowledge on the role of NGO development | | | | K1 | | |
| 2 | Understand various steps involved in the NGO development | | | | K2 | | |
| 3 | Gain knowledge on the social welfare | | | | K2 | | |
| 4 | Understand the role social welfare administration | | | | K2 | | |
| 5 | Gain knowledge on different kind of NGOs in Society | | | | K1 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| **Unit: 1** | | **HUMAN RESOURCEMANAGEMENT AND NGO** | | | **8 Hours** | | |
| Concept – Objectives - Significance of Human Resource Development-Human Resource Development: Frame Work-Functions of NGO | | | | | | | |
| **Unit: 2** | | **SOCIAL WELFARE** | | | **8 Hours** | | |
| Understanding of Social Welfare -Definition of Terms - Social Welfare Need - The Role of Social Welfare In The Society | | | | | | | |
| **Unit: 3** | | **SOCIAL WELFARE ADMINISTRATION** | | | **8 Hours** | | |
| Social Welfare Administration: Concept – Nature and Scope – Social Welfare and Its Related Concepts - History of Social Welfare Administration In India - Social Welfare Administration as a Profession | | | | | | | |
| **Unit: 4** | | **REGISTRATION** | | | **7 Hours** | | |
| Registration: Procedure Under Society Registration Act 1760 – Tamil Nadu Society Act – 1975 –Indian Trust Act 1881 – Duties and Responsibility of Office Barriers and Executives – Role of General Body And Governing Board. | | | | | | | |
| **Unit: 5** | | **SOCIAL WELFARE PROGRAMME** | | | **8 Hours** | | |
| Social Welfare Programme: Social Welfare Programme By Government Of Tamil Nadu and India For Women and Child – Health and Family Welfare – Backward Class and Tribal Welfare-Promotion of Self-Help Groups. | | | | | | | |
| **Unit: 6** | | **CONTEMPORARY ISSUES** | | | **2 Hours** | | |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | | | | | |
| **Total Lecture hours** | | | | | **40 Hours** | | |
| **Text Book(s)** | | | | | | | |
| 1 | Dr.Sudersan.V.K2014,NGOsSchemes and Guidelines, Ritu Publications, Jaipur, India Sushil Mahahan,2008 NGO Management Pearl Books New Delhi | | | | | | |
| 2 | Dr.Sujatha. A. S 2013, NGOs and Social Development, ALP Books, New Delhi. | | | | | | |
| **Reference Books** | | | | | | | |
| 1 | J. M. Ovasdi, 2006, Management of Non-Governmental Organizations, Macmillan India | | | | | | |
| 2 | Pawar, et. Al., 2004, NGO and Development, the Indian Scenario, Rawat publications, Jaipur  and New Delhi | | | | | | |
| 3 | Michael Edwards and Alan Folwer (Ed) 2003,The Earth Scan Reader on NGO Management,  VinodVashishta for Earth scan India, New Delhi | | | | | | |
| 4 | Avid Lewis and Tina Wallice (Ed), 2003, Development NGO‟s and the challenge of change,  Rawat Publications, Jaipur and New Delhi | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | |
| 1 | [https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-](https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-Imensions_of_human_resource_development.pdf?sequence=1)  [Imensions\_of\_human\_resource\_development.pdf?sequence=1](https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-Imensions_of_human_resource_development.pdf?sequence=1) | | | | | | |
| 2 | <https://www.htsoukas.com/wp-content/uploads/2014/05/2001-Re-viewing-Organization.pdf> | | | | | | |
| 3 | <https://files.peacecorps.gov/multimedia/pdf/library/M0070_mod1.pdf> | | | | | | |
| 4 | <https://www.globalpolicy.org/networking.html> | | | | | | |
| Course Designed By: Dr.C. Ramya | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO 10** |
| **CO1** | M | M | M | S | M | L | S | L | L | L |
| **CO2** | M | M | M | S | M | L | S | L | L | L |
| **CO3** | M | M | M | S | M | L | S | L | L | L |
| **CO4** | M | M | M | S | M | L | S | L | L | L |
| CO5 | M | M | M | S | M | L | S | L | L | L |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **26A** | **FIELD PRACTICUM – II** | L | T | P | C |
| **Pre-requisite** | | | Learned about gender-based issues and empowerment can be learned more through field visits | 2 | 1 | 1 | 4 |
| **Syllabus Version** | **2025-2026** | | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. The student will visit the Organizations and understand the gender analysis and do practical work in the organization 2. To gain the practical knowledge by visiting NGOs, Organizations & Government sectors | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | K1 | | |
| 2 | Critical thinking of gender bias | | | | K2 | | |
| 3 | Sensitized on the changing roles of gender | | | | K3 | | |
| 4 | Understand the social institution and view the society with gender lens | | | | K4 | | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | K5 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | |
| Skill oriented training is an essential component to the course and understanding in practical. This course aims to develop various practical skills, so that the students can play an effective role as policy makers in the society, particularly at the grassroots level. Project work will include training in gender analysis and planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done.  This will be part of Department extension activity | | | | | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WOMEN AND SME’S (2 credits)** | | | | | |
| **Name of the Department** | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | Dr.Zenetta Rosaline Professor and Director  Department of Women’s Studies Bharathiar University  E-mail:[dr.zenettadirector.bu2014@gmail.com](mailto:dr.zenettadirector.bu2014@gmail.com) | |
| **Inter/Intra Department Course** | | | | Inter department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | I MAGender Studies Students | |
| **Number of Candidates to be Admitted** | | | |  | |
| **Registration Procedure** | | | |  | |
| **Job Opportunities: Entrepreneur, Industries** | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | | The students will get knowledge about SME’s | | | |
| 2 | | To understand the status of women in SME’s | | | |
| 3 | | Case studies will help the students to create new innovations in business | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
| **Module1** | | | **Concept of Entrepreneurship** Concept, Meaning and Significance of Entrepreneurship, Classification of entrepreneurs, nature of Entrepreneur & Entrepreneurship, Relationship between Entrepreneurship and Empowerment | | **4 Hours** |
| **Module 2** | | | **Emergence of SHGs Meaning** and Emergence of SHGs, Benefits of SHGs to Bank, Self Help Groups and Women, Progress and Performance of Women Self-Help groups | | **4 Hours** |
| **Module 3** | | | **Micro-Finance** Origin of Micro-Finance, Meaning and Concept of Micro-Finance, Objectives of Micro-Finance, Need of Micro-finance, Policies and Programmes for  Empowerment of Women | | **4 Hours** |
| **Module 4** | | | **Small Medium-Sized Enterprise** Definition of Small Medium-Sized Enterprise, Information and Communication Technology(ICT) in the SME Context, Role and Importance  Of ICT for SMEs, Information Systems for SMEs, Implementing an ICT Strategy | | **4 Hours** |
| **Module 5** | | | **Women Entrepreneurs in India**: Case studies of Small Medium-Sized Enterprise, Case Studies on Micro-Finance and Women Empowerment, Case Studies on Women Entrepreneurs  In India | | **4 Hours** |
| **Total** | | | | | **20 Hours** |
| **Book(s) for Study** | | | | | |
| 1. | E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya Publishing House, Mumbai | | | | |
| 2. | David Dakins and Mark Freel, 2003, “Entrepreneurship and Small Firms” McGraw Hill Publication | | | | |
| **Book(s) for reference** | | | | | |
| 1 | Michael Schaper, Thierry Volery, Paull Weber, Kate Lewis, 2014, “Entrepreneurship and Small Business”3RDAsia-Pacific Edition | | | | |
| 2 | Murlidhar A. Lokhande, 2014, Micro Finance and Women Empowerment, New Century Publications, New Delhi | | | | |
| **Related Online Contents** | | | | | |
| 1 | <http://www.dcmsme.gov.in/ssiindia/defination_msme.htm> | | | | |
| 2 | <https://www.ijemr.net/DOC/WomenEmpowermentThroughEntrepreneurship(86-89).pdf> | | | | |
| 3 | <https://ibimapublishing.com/articles/CIBIMA/2011/369288/369288.pdf> | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Big Data Analytics in Gender Studies (2credits)** | | | | | |
| **Name of the Department** | | | |  | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | Dr. K. Mangayarkarasi  Assistant Professor  Department of Women’s Studies Bharathiar University, Coimbatore Mobile -9942930137  Email-[kmangaiapdws@buc.edu.in](mailto:kmangaiapdws@buc.edu.in) | |
| **Inter/Intra Department Course** | | | | Inter department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | M.A Gender Studies Students | |
| **Number of Candidates to be Admitted** | | | |  | |
| **Registration Procedure** | | | |  | |
| **Job Opportunities: Any NGO, IT industry etc.** | | | | | |
| The objectives of the Course are: | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | | To understand the use of Big Data Analytics in Gender Studies | | | |
| 2 | | To analyze the statistical use with big data in gender studies | | | |
| 3 | | To understand the organization using big data | | | |
| 4 | | To understand the use of big data analytics in various fields | | | |
| 5 | | To discuss the case studies using big data analytics | | | |
| **Course Content** | | | Lecture/Practical/Project/Internship | | |
| **Module1** | | | **Gender Statistics**: Introduction to Gender Statistics- Overview of Users and uses of gender statistics -Big data to achieve global gender equality-The Value of Data in Building Better Policies –Gender equality and big data – Making gender data visible | | **4 Hours** |
| **Module 2** | | | **Introduction to big data analytics**-History and evolution of big data analytics – significance of Big Data Analytics -Classification of Data - Integrating a gender perspective into data collection–analysis and presentation and gender statistics | | **4 Hours** |
| **Module 3** | | | **Bringing gender issues into statistics**: Education- Work –Poverty –Environment –Food security –Power and decision making-population household and families–Health–  Migration, displace persons and refugees – violence against women | | **4 Hours** |
| **Module 4** | | | **Surveys on violence against women:** Uses of surveys on Violence against women for gender statistics - Avoiding gender bias in data collection – Concepts and measurement –questionnaire design–sample coverage–selection and training of interviewers | | **4 Hours** |
| **Module 5** | | | Sources of big Data: UN Women – Human sourced data–Process mediated data–Machine generated data–Media sourced data-Crowd sourcing data–coping with COVID-19 Through gender lens using big data | | **4 Hours** |
| **Total** | | | | | **20 Hours** |
| **Related Online Contents** | | | | | |
| 1 | <https://unstats.un.org/unsd/genderstatmanual/Users-and-uses-of-gender-statistics.ashx> | | | | |
| 2 | [https://www.unwomen.org/-](https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-big-data-en.pdf?la=en&vs=3955)  [/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-big-data-en.pdf?la=en&vs=3955](https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-big-data-en.pdf?la=en&vs=3955) | | | | |
| 3 | <https://data2x.org/what-we-do/> | | | | |

THIRD SEMSTER

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **33A** | | | | **CORE- 8 GENDER AND MEDIA** | **L** | | | | **T** | | **P** | **C** |
| **Pre-requisite** | | | | | | Knowledge on Media | **2** | | | | **1** | | **1** | **4** |
| **Syllabus**  **Version** | | | | | | **2025-2026** | |
| **Course Objective :** | | | | | | | | | | | | | | |
| The Main Objective of this course are to:   1. To understand how the media work with Gender Perspective 2. How the media may affect Women’s Lifestyle 3. To understand women representation in media | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | |
| 1 | | | Understand the types of media and their impact on gender role construction | | | | | | | | | K2 | | |
| 2 | | | Gain knowledge on the portrayal of women in media | | | | | | | | | K1 | | |
| 3 | | | Gain knowledge on the act related to women in media | | | | | | | | | K4 | | |
| **K1**- Remember; **K2**-Understand; **K3**-Apply; **K4**-Analyze; **K5**-Evaluate; **K6**-Create | | | | | | | | | | | | | | |
| **Unit-1** | | | | | **REPRESENTATION OF GENDER IN MEDIA** | | | **8 hours** | | | | | | |
| Concept–Definition–Genesis–RepresentationofWomenandGenderinPerforming Arts Women in Theatre - Classical, Pop and Folk; Women performers in Music - Classical, Pop and Folk; Women performers in Dance - Classical, Pop and Folk | | | | | | | | | | | | | | |
| **Unit-2** | | | | | **DEVELOPMENT OF COMMUNICATION AND WOMEN** | | | **7hours** | | | | | | |
| Classification of Communication-Communication as a Process–Types ofCommunication–Mass Communication-Merit And Demerits Of Communication | | | | | | | | | | | | | | |
| **Unit-3** | | | | | **WOMEN IN MEDIA** | | | **8 hours** | | | | | | |
| Radio–Community Radio - History - Programs–Television: History Programs – Programs for Women and Children in Radio, TV, Cinema - TV (serial, advertisements, News, etc) - Cinema: Reinforcing cultural values – Censor Board – Women in Cinema –Producers, Directors, Actors and viewers-Journals–Ethics for Advertisement–Ethics of Media | | | | | | | | | | | | | | |
| **Unit-4** | | | | | **GENDER IN VISUAL MEDIA** | | | **7 hours** | | | | | | |
| Women in Paintings and Sculptures-Feminist film theory and Representations of Women in  Films- Representations of Gender in Video games and Graphic designs | | | | | | | | | | | | | | |
| **Unit-5** | | | | | **MEDIA FOR EMPOWERMENT OF WOMEN** | | | **7 hours** | | | | | | |
| InformationTechnology-Internet–Mobile–ScriptWriting–ReviewingFilms-Documentaryfilms – Indecent Representation of Women(Prohibition)Act,1986 | | | | | | | | | | | | | | |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | **3 hours** | | | | | |
| 1 | | | | <https://onlinecourses.swayam2.ac.in/cec20_ge36/preview> | | | | | | | | | | |
| 2 | | | | https://onl inecourses.nptel.ac.in/noc20\_ar15/preview | | | | | | | | | | |
| 3 | | | | <https://onlinecourses.swayam2.ac.in/nou20_ge09/preview> | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | **40 hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | Rosalind Gill, 2014, Gender and the Media ISBN 9788131606452 | | | | | | | | | | | | | |
| 2 | Tony Thwaites, Lloyd Davis and Warwick Mules, 2005, Introducing Cultural and Media Studies -A Semiotic Approach, Palgrave, London | | | | | | | | | | | | | |
| **Reference Book(s)** | | | | | | | | | | | | | | |
| **1** | Karen Ross , Carolyn M. Byerly, 2004, Women and Media: International Perspectives, Blackwell Publishing Ltd | | | | | | | | | | | | | |
| **2** | Neera Desai and Usha Thakkar . “ Women in Indian Society” National Book TrustIndia, NewDelhi | | | | | | | | | | | | | |
| **3** | Pamela J.Creedon 1994, Women, Media and Sport Challenging Gender Values, Sage Publication | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | |
| 1 | | <https://www.ukessays.com/essays/media/representation-of-gender-in-media-media-essay.php> | | | | | | | | | | | | |
| 2 | | <https://www.researchgate.net/publication/283792952_Women_empowerment_and_Communication> | | | | | | | | | | | | |
| 3 | | <https://en.wikipedia.org/wiki/Media_and_gender> | | | | | | | | | | | | |
| Course Designed By: Dr. C. Ramya | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | L | M | S | M | L | S | L | L |
| **CO2** | L | S | L | M | S | M | L | L | L | L |
| **CO3** | L | M | L | M | S | M | L | L | L | L |
|  |  |  |  |  |  |  |  |  |  |  |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **33B** | | **CORE- 9 GERONTOLOGY IN GENDER PERSPECTIVE** | **L** | | | | **T** | | **P** | **C** |
| **Pre-requisite** | | | | Basic knowledge on old age | **2** | | | | **2** | | **-** | **4** |
| **Syllabus**  **Version** | | | | | | **2025-2026** | |
| **Course Objective :** | | | | | | | | | | | | |
| The Main Objective of this course are to:   1. To understand the problems of old women and their taking care issues in Indian perspective 2. To understand the theoretical background of the aging process 3. To understand the significance of sustaining healthy old age | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | |
| 1 | | | Gain knowledge on the link between socioeconomic background and old age | | | | | | | K2 | | |
| 2 | | | Understand various problems in the old age | | | | | | | K2 | | |
| 3 | | | Gain knowledge on various techniques involved in sustaining healthy old age | | | | | | | K2 | | |
| **K1**- Remember; **K2**-Understand; **K3**-Apply; **K4**-Analyze; **K5**-Evaluate; **K6**-Create | | | | | | | | | | | | |
| **Unit-1** | | **INTRODUCTION TO AGING** | | | | **7 hours** | | | | | | |
| The Meaning of Age**-**the Challenge of Longevity - Normal Aging-Epidemiology of Aging-Major diseases in Old Age –Varieties of Aging Experience –Gender and Aging | | | | | | | | | | | | |
| **Unit-2** | | **SOCIAL AND ECONOMIC OUTLOOK FOR ANAGINGSOCIETY** | | | | **7 hours** | | | | | | |
| Social Class – Race and Ethnicity – Multiple Jeopardy – Economic Well Being-Poverty among the old – Main Feature of Social Security | | | | | | | | | | | | |
| **Unit-3** | | **AGING AND CHANGES** | | | | **8 hours** | | | | | | |
| Age Identification–Theories of Aging–Modernization Theory- Disengagement theory – Activity theory-Aging in Post Industrial Society – the meaning of Aging in 21stCentury–Social Gerontology and the meaning of Ageing | | | | | | | | | | | | |
| **Unit-4** | | **AGING AND HEALTH CONDITION** | | | | **7 hours** | | | | | | |
| Mechanism of Physical Aging–Wear and Tear- Free Radicals- The Immune System-Biological Theories of Aging – Wear and Tear Theory-Autoimmune Theory – Aging Clock Theory – Cross Linkage Theory -Cellular Theory Psychological Functioning- Self Concept- and Social Roles –Cognitive Functioning | | | | | | | | | | | | |
| **Unit-5** | | **PROLONG THE LIFE SPAN AND CREATIVITYINOLD AGE** | | | | **8 hours** | | | | | | |
| Ways to Prolong the Life Span – Environmental Approach – Genetic Approach – Measures of Late Life Intelligence–Programmes and Policies for Elderly in India-Creativity in an Aging Population. | | | | | | | | | | | | |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | **3 hours** | | | | | |
| 1 | <https://onlinecourses.swayam2.ac.in/cec19_hs19/preview> | | | | | | | | | | | |
| 2 | <https://www.edx.org/course/care-promotion-of-healthy-ageing> | | | | | | | | | | | |
|  | **Total Lecture hours** | | | | | | | **40 hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | Harry R.Moody,2002, ***Aging Concepts and Controversies*** 4th Edition | | | | | | | | | | | |
| 2 | Gardner, Howard, Frames of Mind : “The Theory of Multiple Intelligence” New York:Basic Books,1985. | | | | | | | | | | | |
| 3 | Covey,H.C., “Perceptions and Attitudes Towards Sexuality of the Elderly During the Middle Age,” The Gerontology (Feburary 1989) 32(1): 93-100 | | | | | | | | | | | |
| **Reference Book** | | | | | | | | | | | | |
| 1 | PullaRao.D Aging in India, Challenges and Opportunities, Manglam Publications,Delhi | | | | | | | | | | | |
| 2 | Dr.R.Kumar, Dr.Meenal Kumar, Older women and common diseases management of physical and mental ailments, Deep& Deep Publications pvt ltd. | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | |
| 1 | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2692491/> | | | | | | | | | | | |
| 2 | [https://www.worldwidejournals.com/paripex/recent\_issues\_pdf/2014/July/July\_2014\_1405598033 90.pdf](https://www.worldwidejournals.com/paripex/recent_issues_pdf/2014/July/July_2014_1405598033__90.pdf) | | | | | | | | | | | |
| 3 | <https://opentextbc.ca/introduction>tosociology/chapter/chapter13-aging-and-the-elderly/ | | | | | | | | | | | |
| 4 | https://socialsciences.mcmaster.ca/sedap/p/sedap268.pdf | | | | | | | | | | | |
| Course Designed By: Dr.D.Kalpana | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | M | S | S | S | S | S | M |
| **CO3** | S | S | S | M | M | S | S | M | S | S |
| **CO3** | M | M | M | S | S | M | S | S | S | M |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **33C** | **CORE – 10**  **LAW AND GOVERNANCE** | **L** | | | | **T** | **P** | **C** |
| **Pre-requisite** | | | Basic Knowledge on Law | **2** | | | | **2** | **0** | **4** |
| **Syllabus Version** | | | **2025-2026** | | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. To acquaint the students about the legal framework available for women with a human rights perspective. 2. To understand the various laws available for the welfare of women. 3. To understand various agencies working for the welfare of women in India and Tamil Nadu. | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Understand the constitutional provisions available for women | | | | | | | | K2 | |
| 2 | Gain knowledge about the various welfare laws available for women in personal and labor laws | | | | | | | | K5 | |
| 3 | To create awareness about the various agencies and mechanisms working for women welfare in India and Tamil Nadu | | | | | | | | K4 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4** -Analyse;**K5** -Evaluate;**K6**–Create | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO WOMEN RIGHTS** | | | **8 hours** | | | | | |
| Indian Constitutional Rights Relating to Women – Fundamental Rights – Directive Principles of State Policy - Special Amendments for Empowerment of Women - Uniform Civil Code – Universal Declaration of Human Rights | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:2** | | **PERSONAL LAWS FOR WOMENWELFARE IN INDIA** | | | **8 hours** | | | | | |
| Gender Perspective of Marriage Laws of different religions – Sections in IPC for women safety - DowryProhibitionAct,1961 –Family Court Act, 1984– Pre-Conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention) Act, 1994 - Domestic Violence (Prohibition) Act, 2005 - Prohibition of Child Marriage Act, 2006 - Protection of Children from Sexual Offences Act, 2012 | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:3** | | **LABOURLAWS RELATINGTOWOMEN** | | | | **7 hours** | | | | |
| Minimum Wages Act, 1948 – Factories Act, 1948 - The Mines Act, 1952 - Maternity Benefit Act, 1961 - Equal Remuneration Act, 1976 – The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 – Nirbhaya Fund | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:4** | | **INDIANLAWSAND AGENCIESRELATINGTO**  **WOMENAND CHILDREN** | | **7 hours** | | | | | | |
| Violence against Women in Public Places – Family Courts – Ministry of Women and Child Development - National Commission for Women – CEDAW – Legal Aid cells–Women Help line number– Role of Counselling Centres – Mahila Police Stations | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:5** | | **LEGAL MECHANISMS FOR WOMEN IN TAMIL NADU** | | **7 hours** | | | | | | |
| Tamil Nadu State Commission for Women – Kavalan App – TN Social Welfare and Women Empowerment Development – Working Women Hostels – Family Counselling Centres – One Stop Crisis Centres – Aval Scheme - She Toilet - Thozhi Hostels | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  |  |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websites, etc.]** | | | **3 hours** |
| **1** | <https://nptel.ac.in/noc/courses/noc20/SEM2/noc20-lw03/> | | |
| **2** | <https://nptel.ac.in/noc/courses/noc20/SEM2/noc20-lw01/> | | |
| **3** | <https://onlinecourses.swayam2.ac.in/cec20_ge26/preview> | | |
|  | **Total Lecture hours** | | **40 hours** |
| **Text Book(s)** | | | |
| 1 | [A. N.](https://www.sterlingbookhouse.com/a.-n.-karia/) Karia, 2025, Laws Relating to the Welfare & Protection of Women & Children, 7th Edition, [C. Jamnadas& Co.](https://www.sterlingbookhouse.com/index.php?match=all&pcode_from_q=Y&pshort=N&pfull=N&pname=Y&pkeywords=Y&search_performed=Y&q=&dispatch=products.search&features_hash=) Publishers, New Delhi | | |
| 2 | Dr NuzhatParveen Khan, 2021, Textbook on Women & Child Laws, Lexis Knowledge | | |
| 3 | BasuD.D, 2015, Introduction to the Constitution of India, Paperback edition. | | |
| 4 | Singh.A,2013,ConstitutionandWomen’sRights,AxisBooksPvt.Ltd | | |
| 5 | SC Tripathi and VibhaArora, 2006, Laws relating to Women and Children, Central Law Publication | | |
| 6 | AnjaniKant,2008,Women and the Law, A.P.HPublishing Corporation, NewDelhi. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Fadia, B.L and Fadia. K. 2021, Indian Government and Politics, SahityaBhavan Publications, NewDelhi. | | |
| 2 | Dr.Dalbir Bharathi, 2008,Womenandthelaw,A.P.HPublishingCorporation, NewDelhi | | |
| 3 | P.D.Kaushik,2007,WomenRights – Access to Justice, Bookwell, New Delhi. | | |
| 4 | MonicaChawla, 2006, Gender Justice, Women and Law in India, Deep and Deep Publications, New Delhi. | | |
| 5 | Anu Saksena,2004,GenderandHumanRights,Shipra,New Delhi | | |
| 6 | Arunima Baruah,2004,TheSoftTarget – CrimeAgainstWomen, Kilaso Books, New Delhi | | |
|  | | | |
| **Related Online Contents** | | | |
| 1 | <https://muep.mau.se/bitstream/handle/2043/17227/C-THESIS-FINAL.pdf> | | |
| 2 | https:/[/www.wikig](http://www.wikigender.org/wiki/indian-laws-relating-to-women-children/)e[nder.org/wiki/indian-laws-relating-to-women-children/](http://www.wikigender.org/wiki/indian-laws-relating-to-women-children/) | | |
| 3 | <http://www.indiacelebrating.com/social-issues/women-empowerment/> | | |
| 4 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/12832/13/14_chapter%205.pdf> | | |
| 5 | <http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/Guidelines_for_Guidance_and_Counseling.pdf> | | |
| Course Designed By: Dr. K. Mangayarkarasi | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | M | S | L | L | L | L |
| **CO2** | S | S | M | M | M | S | L | L | L | L |
| **CO3** | S | S | M | M | M | S | L | L | L | L |

\*S-Strong ;M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **33D** | **CORE -11 GENDER MAINSTREAMING AND GENDER BUDGETING** | **L** | | **T** | | **P** | **C** |
| **Pre-requisite** | | | Basic knowledge about gender equality concepts and principles of budgeting | **2** | | **1** | | **1** | **4** |
| **Syllabus**  **Version** | | | **2025-**  **2026** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To know about the importance of gender mainstreaming 2. To understand the concept of gender budgeting and the cycle of gender budgeting 3. To know about the process of gender budgeting at national and state level | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, the student will be able to: | | | | | | | | | |
| 1 | To understand the concept of gender mainstreaming in development process | | | | | | | K2 | |
| 2 | To analyse the integration of gender mainstreaming in higher education | | | | | | | K4 | |
| 3 | To understand the basic concepts of gender budgeting | | | | | | | K2 | |
| 4 | To understand the gender budgeting cycle and phases involved in it | | | | | | | K2 | |
| 5 | To evaluate the implementation of gender budgeting at national and state level | | | | | | | K5 | |
| **K1**-Remember; **K2**-Understand; **K3**-Apply; **K4**-Analyze; **K5**-Evaluate; **K6**-Create | | | | | | | | | |
| **Unit:1** | | **GENDER MAINSTREAMING** | | **8 hours** | | | | | |
| Paradigm shift from women’s well-being to women’s development – Gender Equality and women empowerment – Mainstreaming Gender in development process – UNDP Guidelines on mainstreaming gender – Millennium Development Goals (MDGs) | | | | | | | | | |
| **Unit:2** | | **GENDER MAINSTREAMING IN HIGHER EDUCATION** | | **8 hours** | | | | | |
| Gender sensitive curriculum – Gender equality perspectives and contents – Gender sensitive pedagogy – Participatory learning, Social Actions and accountability – Gender sensitive structures – Gender Composition of staff and students – Gender sensitive ecosystem | | | | | | | | | |
| **Unit:3** | | **INTRODUCTION TO GENDER BUDGETING** | | | **8 hours** | | | | |
| Background – Legislative appraisal – Importance of Gender Budgeting – Scope of Gender Budgeting – Stakeholders in Gender Budgeting – Gender Budgeting and Revenue Generation - Institutional mechanisms and practices – Gender aware policy appraisal – Gender Budget Statement – Tools for deepening Gender Budgeting | | | | | | | | | |
| **Unit:4** | | **GENDER BUDGETING CYCLE** | | | **8 hours** | | | | |
| Stages of Budget making and Gender Budgeting – Facilitating Budget Making through Gender Lens – Budget Enactment Stage – Budget Implementation Stage – Post Budget Implementation Stage – Achievements and Challenges | | | | | | | | | |
| **Unit:5** | | **GENDER BUDGETING AT THE NATIONAL AND STATE LEVEL** | | | **8 hours** | | | | |
| Evolution of gender budgeting in India – Gender Budgeting Cells – Collaboration with Gender Neutral Ministries – Gender Budgeting Initiatives – Challenges in implementing Gender Budgeting at national and state levels | | | | | | | | | |

|  |  |
| --- | --- |
| **Text Book(s)** | |
| 1 | Gender budgeting handbook, October 2015, Ministry of women and Child Development, Government of India |
| 2 | Gender Budget Statement: Compilation of Formats & Methodologies in India, 2023, Ministry of women and Child Development, Government of India |
| 3 | Tamil Nadu State Policy for Women 2024 |
|  | |
| **Related Online Contents** | |
| 1 | https://www.coursera.org/courses?query=gender |
| 2 | https://portal.trainingcentre.unwomen.org/product/gender-responsive-budgeting-blended-intermediate/ |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | M | S | S |
| **CO2** | S | M | S | S | S | M | S | S | M | M |
| **CO3** | S | S | S | M | S | S | M | S | M | S |
| **CO4** | M | S | M | S | S | S | M | S | M | S |
| **CO5** | S | M | M | S | S | S | S | M | S | M |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | | | **3EA** | | **ELECTIVE- II REPRODUCTIVE HEALTH MANAGEMENT** | **L** | | | | **T** | | **P** | **C** |
| **Pre-requisite** | | | | | | Students have the knowledge about women  Issues can learn about mental health of women | **2** | | | | **2** | | **1** | **4** |
| **Syllabus**  **Version** | | | | | | **2025-2026** | |
| **Course Objective :** | | | | | | | | | | | | | | |
| The Main Objective of this course are to:   1. To understand the theoretical background of menstrual health and hygiene of Women 2. To understand the challenges faced by women during menopause 3. To understand the gender socialization of menstruation and menopause in women | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | |
| 1 | | Can learn about the menstruation and menopause in women | | | | | | | | | | K1 | | |
| 2 | | To understand them menstruation and menopause in women | | | | | | | | | | K2 | | |
| 3 | | The student will earn about the training of menstrual health and hygiene | | | | | | | | | | K3 | | |
| 4 | | To provide menstrual health awareness to women | | | | | | | | | | K4 | | |
| 5 | | To analyse the level of women empowerment in problem solving in the context of menstrual health and menopause | | | | | | | | | | K5 | | |
| **K1**- Remember; **K2**-Understand; **K3**-Apply; **K4**-Analyze; **K5**-Evaluate; **K6**-Create | | | | | | | | | | | | | | |
| **Unit-1** | | | | | **MENSTRUAL HYGIENE BASICS** | | | **8 hours** | | | | | | |
| Menstrual hygiene basics: what we need to know: Menstrual hygiene definition-Challenges faced By girls and women-Excluded from WASH facilities-Sanitary materials, supply and disposal-Vulnerable and marginalized contexts-Women with disabilities | | | | | | | | | | | | | | |
| **Unit-2** | | | | | **MENSTRUAL HEALTH AND HYGIENE-A GLOBAL** | | | **8 hours** | | | | | | |
| Menstrual Hygiene Matters: A resource for Improving Menstrual Hygiene around the World- An opportunity- Global Goal - UNICEF Strategy for water, Sanitation and Hygiene-Programme Design of UNICEF-Supporting Government Leadership for Menstrual Health and Hygiene. UNICEF Theory of Change | | | | | | | | | | | | | | |
| **Unit-3** | | | | | **MENSTRUAL HYGIENE** | | | **7 hours** | | | | | | |
| Creating An Enabling Environment- Menstruation Information with Diagram- Difficulties A Girl May Encounter During Menstruation-Nutritional Needs-Beliefs and Facts about Disposal Options- Hygiene practices during menstruation- Handling and use of cloth-Handling Absorbents-Advantages and disadvantages of using cloths and napkin Normalizing Menstruation and Dealing With Myths and Misconceptions | | | | | | | | | | | | | | |
| **Unit-4** | | | | | **UNDERSTANDING MENOPAUSE,SIGNS AND SYMPTOMS** | | | **7 hours** | | | | | | |
| Menopause definition-Menopause Causes–uneven periods-vaginal dryness-sore breasts-trouble  In sleeping-emotional changes-dry skin, eye, or mouth-Peri menopause-Menopause-Post Menopause | | | | | | | | | | | | | | |
| **Unit-5** | | | | | **REMEDIES RELATING TO MENOPAUSE** | | | **7 hours** | | | | | | |
| Diagnosis and Menopause Treatment: Hormone Replacement Therapy (HRT)-Topical Hormone Therapy-Non hormone Medications- Medications for Osteoporosis–Lifestyle modification | | | | | | | | | | | | | | |
| **Unit- 6** | | | | | **CONTEMPORARY ISSUES** | | | | **3 hours** | | | | | |
| Expert lectures, Online seminars-Webinars   1. Understanding about the importance of menstrual health and menopause of women 2. To know about menstrual health issues to women by gender-based violence | | | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | | | | | | **40 hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| [Sibnath Deb](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Sibnath+Deb&search-alias=stripbooks),  2009, Reproductive Health Management , | | | | | | | | | | | | | | |
| Ohannesbitzer and TahirA. Mahmood, 2024, Contraception, Sexual and Reproductive health | | | | | | | | | | | | | | |
| Reference Book | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | |
| 1 | <file:///C:/Users/drkam/OneDrive/Desktop/BOS%202023/UNICEF-Guidance-menstrual-health-hygiene-2019.pdf> | | | | | | | | | | | | | |
| 2 | <https://www.nhm.gov.in/images/pdf/programmes/mhs/Training_Materials/PDF_English/Training_module.pdf> | | | | | | | | | | | | | |
| 3 | <https://www.coursera.org/courses?query=mental%20health> | | | | | | | | | | | | | |
| 4 | <https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/MHM%20training%20guide_0.pdf> | | | | | | | | | | | | | |
| 5 | <https://www.webmd.com/menopause/guide/menopause-basics> | | | | | | | | | | | | | |
| Course Designed By: Dr.C.Ramya | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | S | S | S | S | M |
| **CO3** | S | S | M | S | S | S | S | S | M | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | M | S | S |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | | | | **3EB** | | **ELECTIVE II**  **SOCIAL ENTREPRENEURSHIP AND WOMEN** | **L** | | | | **T** | | **P** | **C** |
| **Pre-requisite** | | | | | | | It is essential to understand the concept of social entrepreneurship | **2** | | | | **2** | | **0** | **4** |
| **Syllabus**  **Version** | | | | | | **2025-2026** | |
| **Course Objective :** | | | | | | | | | | | | | | | |
| The Main Objective of this course are to:   1. This paper gives an insight in to the concept of social entrepreneurship & theories 2. To understand the ways to scale social impact 3. To gain knowledge on modes of social entrepreneurial actions | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | |
| On the successful completion of the course, students will be able to: | | | | | | | | | | | | | | | |
| 1 | | The student will gain knowledge on Social Entrepreneurship | | | | | | | | | | | K2 | | |
| 2 | | Modes of Social Entrepreneurial Actions | | | | | | | | | | | K3 | | |
| 3 | | Gain knowledge on scale of social impact | | | | | | | | | | | K2 | | |
| **K1**- Remember; **K2**-Understand; **K3**-Apply; **K4**-Analyze; **K5**-Evaluate; **K6**-Create | | | | | | | | | | | | | | | |
| **Unit-1** | | | | | | **INTRODUCTION** | | | **7 hours** | | | | | | |
| Concept and Meaning–Significance of Social Entrepreneurship, Theories of Social Entrepreneurship, Difference between Business and Social Entrepreneurship. | | | | | | | | | | | | | | | |
| **Unit-2** | | | | | | **SOCIAL ENTREPRENEURSHIP – THEBACK BONE** | | | **7 hours** | | | | | | |
| IntendedImpactVsTheoryofChange,InvestinginSocialEntrepreneursFund Raising, Ways to Scale Social Impact | | | | | | | | | | | | | | | |
| **Unit-3** | | | | | | **MODE OF SOCIALENTREPRENEURIAL ACTIONS** | | | **8 hours** | | | | | | |
| Micro Finance at the Bottom of the Pyramid, An Over review of BOP, Micro Credit, Micro  Franchise, Micro Consignment | | | | | | | | | | | | | | | |
| **Unit-4** | | | | | | **STATE AND CENTRAL INITIATIVES** | | | **7 hours** | | | | | | |
| Institution and Schemes–National Institute of Entrepreneurship and small Business Development(NIESBED) – The National Small Industries Corporation Limited (NSIC) – National Bank for Agriculture and Rural Development (NABARD) - Small Industries Development Bank of India(SIDBI)–Small Industries Development Organization(SIDO)–The Indian Institute of Entrepreneurship (IIE) – District Industrial Corporation (DIC) - The Khadi and Village Industries Commission(KVIC) | | | | | | | | | | | | | | | |
| **Unit-5** | | | | | | **SOCIAL ENTREPRENEURSHIP AND SOCIAL INNOVATION** | | | **8 hours** | | | | | | |
| Social Entrepreneurship and social Innovation, Process of Social Innovation, Types of Social Innovation,DifferencebetweenSocialInnovationandSocialEntrepreneurship | | | | | | | | | | | | | | | |
| **Unit- 6** | | | | | |  | | | | **3 hours** | | | | | |
| Expert lectures, Online seminars-Webinars   1. Understanding about the importance of menstrual health and menopause of women 2. To know about menstrual health issues to women by gender-based violence | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | **40 hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | Hamza El Fasiki, 2011, Social Entrepreneurship: Meaning, Challenges and Strategies | | | | | | | | | | | | | | |
| 2 | E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya  Publishing House, Mumbai | | | | | | | | | | | | | | |
| 3 | Social Entrepreneurship And Innovation Social Entrepreneurship And Innovation International Case Studies And Practice | | | | | | | | | | | | | | |
| **Reference Book** | | | | | | | | | | | | | | | |
| 1 | -DPHV$)6&KDUOHV:,QQRYDWLYH$SSURDFKHVWR5HGXFLQJ\*OREDO3RYHUW\  ,$35HGXFLQJ3RYHUW\7KURXJK6RFLDO(QWUHSUHQHXUVKLSWKH&DVHRI(GXQE\%UHWW5DQG7)%DUU    -DPHV$)6&KDUOHV:,QQRYDWLYH$SSURDFKHVWR5HGXFLQJ\*OREDO3RYHUW\  ,$35HGXFLQJ3RYHUW\7KURXJK6RFLDO(QWUHSUHQHXUVKLSWKH&DVHRI(GXQE\%UHWW5DQG7)%DUU    -DPHV$)6&KDUOHV:,QQRYDWLYH$SSURDFKHVWR5HGXFLQJ\*OREDO3RYHUW\  ,$35HGXFLQJ3RYHUW\7KURXJK6RFLDO(QWUHSUHQHXUVKLSWKH&DVHRI(GXQE\%UHWW5DQG7)%DUU    Social Entrepreneurship: The MicroConsignment Model Written By Brett Smith See: http://blogs.forbes.com/ciocentral | | | | | | | | | | | | | | |
| 2 | Soundrapandian (ed), 2000, Women Entrepreneurship- Issues and Challenges, Ashish  Publising House New Delhi | | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | | |
| 1 | | | <http://shodhganga.inflibnet.ac.in/bitstream/10603/6775/12/12_chapter%201.pdf> | | | | | | | | | | | | |
| 2 | | | https://impactgarden.org/social-innovation/ | | | | | | | | | | | | |
| 3 | | | <http://www.ilo.org/wcmsp5/groups/public/---ed_emp/>emp\_ent/documents/publication/wcms\_118096.pdf | | | | | | | | | | | | |
| 4 | | | <http://www.unm.edu/~asalazar/Kauffman/Entrep_research/e_state.pdf> | | | | | | | | | | | | |
| 5 | | | https:/[/www](http://www.entrepreneurindia.co/project-identification).[entrepreneurindia.co/project-identification](http://www.entrepreneurindia.co/project-identification) | | | | | | | | | | | | |
|  | | | <http://www.navodayaengg.in/wp-content/uploads/2015/10/Lecture-50.pdf> | | | | | | | | | | | | |
| Course Designed By: Dr.ZenettaRosaline&Dr.D.Kalpana | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | M | M | S | M | M | M | L |
| **CO2** | M | M | M | M | M | S | M | M | M | L |
| **CO3** | M | M | M | M | M | S | M | M | M | L |
| **CO4** | M | M | M | M | M | S | M | M | M | L |
| CO5 | M | M | M | M | M | S | M | M | M | L |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **3EC** | | **ELECTIVE -II**  **SOCIAL WELFARE SCHEMES FOR WOMEN EMANCIPATION** | **L** | **T** | | | **C** | **P** | |
| **Pre-requisite** | | | | | | | Students have the knowledge about women issues can learn about status of women in recent days | **2** | **1** | | | **1** | **4** | |
| **Syllabus**  **Version** | | | **2025-2026** | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand various social factors which shape the identity of women 2. Aims to understand the welfare schemes in India 3. To understand the policies and programmes for women for women empowerment | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | Gain knowledge on status of women in the changing scenario | | | | | | | | | K1 | | | |
| 2 | The student can able to understand the welfare schemes and programmes for women | | | | | | | | | K2 | | | |
| 3 | Togiveawaytothinkaboutthestepspossibilitiestostopcrimeagainstwomen | | | | | | | | | K3 | | | |
| 4 | The student will able to learn about the Institutional Politics of Gender roles | | | | | | | | | K3 | | | |
| 5 | The student will able to understand about Women Empowerment | | | | | | | | | K5 | | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**–Create | | | | | | | | | | | | | |
| **Unit:1** | | | | | | **STATUS OF WOMEN IN INDIA** | | | **7 hours** | | | | |
| StatusofWomenDuringPre-IndependencePeriod-WomeninMughalIndia-WomeninIndiaafter  Independence-gender, class, caste, religion and intersectionality | | | | | | | | | | | | | |
| **Unit:2** | | | | | | **WOMEN AND SOCIAL PROBLEMS** | | | **7 hours** | | | | |
| Dowry-ChildMarriages-NeglectduringEarlyChildhood-DeathduringChildbirth-Female Infanticide and Fatal Killing-Early Marriage- Domestic Violence | | | | | | | | | | | | | |
| **Unit:3** | | | | | | **WOMEN AND WELFARE SCHEMES** | | | **8 hours** | | | | |
| Mahila Samridhi Yojana – Hostel for working women-Short Stay Homes for Women and Girls-Support to Training and Employment Programme for Women (STEP)- Employment and Income Generation-cum-Rashtriya Mahila Kosh (RMK)-Eradication of Child Prostitution-Protective home– one stop centre-ERS System Being the Other‟ Spaces - Personal/ Private and Intimate space/ Domestic space of a woman | | | | | | | | | | | | | |
| **Unit:4** | | | | | | **WOMEN AND GENDER WITH IN THE PRIVATE AND PUBLIC SPHERES** | | | **8 hours** | | | | |
| Socialpolitics–Class,Caste,Race,Urban/RuralPolitics-Institutionalpolitics–Genderroles within  Private spheres–Social/Civic code and conduct–Women in STEM | | | | | | | | | | | | | |
| **Unit:5** | | | | | | **POLICIES AND PROGRAMMES FOR WOMEN** | | | **8 hours** | | | | |
| National Policy for the Empowerment of Women- DWCRA- Indira Mahila Yojna- Balika Samriddhi Yojana Plan of Action to Combat Sexual Exploitation of Women and Children- **61st**CommissiononstatusofWomen2019 Various Committees and Commission for Women’s Education-Women Education in Five-year plan-Niti Aayog | | | | | | | | | | | | | |
| **Unit:6** | | | | | | **CONTEMPORARY ISSUES** | | | **3hours** | | | | |
| Expert lectures, Online seminars-Webinars   1. Understanding about schemes for women empowerment 2. To know about the initiatives taken for women’s rights as human rights | | | | | | | | | | | | | |
|  | | | | **Total** | | | | | **40 hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | | Agarwal, Suresh.2015.SocialProblemsinIndia.NewDelhi:RajatPublications. | | | | | | | | | | | |
| 2 | | Meena,P.K,2008,WomenandSociety,MurariLal&Sons,NewDelhi | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | | | NirmalaJeyaraj,2005,WomenandSociety–AReaderinWomen’sStudies,ISPCK,Delhi&Lady  DoakCollege, Madurai | | | | | | | | | | |
| 2 | | | ZainabRahman,2005,WomenandSociety,KalpazPublicationsNewDelhi | | | | | | | | | | |
| 3. | | | <http://wcd.nic.in–E> book | | | | | | | | | | |
| **RelatedOnlineContents[MOOC,SWAYAM,NPTEL,Websitesetc.]** | | | | | | | | | | | | | |
| 1 | | | <http://www.unwomen.org/en/csw/csw61-2019> | | | | | | | | | | |
| 2 | | | <https://en.wikipedia.org/wiki/Welfare_schemes_for_women_in_India> | | | | | | | | | | |
| 3 | | | <https://onlinelibrary.wiley.com/doi/pdf/10.1111/1468-0424.00157> | | | | | | | | | | |
| 4 | | | <https://www.mooc-list.com/tags/social-welfare> | | | | | | | | | | |
| 5 | | | [https://www.intechopen.com/books/public-economics-and-finance/social-policy-and-the-](https://www.intechopen.com/books/public-economics-and-finance/social-policy-and-the-welfare-state)  [welfare-state](https://www.intechopen.com/books/public-economics-and-finance/social-policy-and-the-welfare-state) | | | | | | | | | | |
| Course Designed By: Dr. K. Mangayarkarasi | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | S | S | S | M | M | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | M | S | S |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **code** | | **36A** | **Field Practicum - III** | **L** | **T** | **P** | | **C** |
| **Pre-requisite** | | | Learned about gender based issues and empowerment can be learned more through field visits | 2 | 1 | **1** | | **4** |
| **Syllabus**  **Version** | | | **2025-2026** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * ThestudentwillvisitoneOrganizationstodominorresearchworktoenrichtheirknowledge about status of women in various sectors * Togainthepracticalknowledgebydoingresearchworkincollaborativemanner | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles of gender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with gender lens | | | | | | K4 | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | | | K5 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6** –Create | | | | | | | | |
| The students can do mini project as collaborative work with NGOs, Government organizations and industries to gain knowledge about the role of women in various sectors. Project work will include training in gender analysis and Planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done.  This will be part of Department extension activity | | | | | | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cyber Security and Women (2Credits)** | | | | | | |
| **Name of the Department** | | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | | Dr.K.MangayarkarasiAssistant Professor  Department of Women’s Studies Bharathiar University, Coimbatore Mobile -9942930137  Email-[kmangaiapdws@buc.edu.in](mailto:kmangaiapdws@buc.edu.in) | |
| **Inter/Intra Department Course** | | | | | Inter Department Course | |
| **Duration of the Course** | | | | | 6 Months | |
| **Eligibility** | | | | | II M.A Gender Studies | |
| **Number of Candidates to be Admitted** | | | | |  | |
| **Registration Procedure** | | | | |  | |
| **Job Opportunities:** Can work in Cyber Security Portal in government to private sector  Especially for women and child safety | | | | | | |
| Can develop in no vocative tools to secure women and child from cyber crime | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | To learn about cyber-crimes and attacks towards women | | | | |
| 2 | | To gain knowledge about cyber safety for women and child | | | | |
| 3 | | To learn precaution measures to protect women and children from cyber crime | | | | |
| 4 | | To enrich knowledge about Law relating to cybercrime in India | | | | |
| 5 | | To be trained about cyber safety for women and children in some best way | | | | |
| **Course Content** | | | | Lecture/Practical/Project/Internship | | |
| **Module 1** | | | Computer and Cyber Security-Basics of Networking | | | **2hours** |
| **Module 2** | | | Global perceptive on Cyber Crimes– Types of Cyber Threats | | | **2hours** |
| **Module 3** | | | Cyber Stalking–Types-Social Engineering-Productive  Measures | | | **2hours** |
| **Module 4** | | | Crime related to social media- Types of tools used in Cyber crime | | | **2hours** |
| **Module 5** | | | Types of Online attack–Phases of Cyber-attack- | | | **2hours** |
| **Module 6** | | | Kill Chain Methodology-Network based attacks and  Mitigations | | | **2hours** |
| **Module 7** | | | Cyber Laws-Security Polices ––Internet and Social Media  Effects | | | **2hours** |
| **Module 8** | | | Emerging and Contemporary issues in Cyber Space–Digital  Gender Gap-Digital Cyber Crimes against Women and Children | | | **2hours** |
| **Module 9** | | | Women’s safety online: A driver of gender in equality in internet  access-Procedure for Remedy | | | **2hours** |
| **Module10** | | | Cyber safety tips–Cyber Safe Women- Measure for online safety for Women and children | | | **2hours** |
|  | | |  | | | **20hours** |
| **Book(s) for Study** | | | | | | |
| 1 | NinaGodboleandSunitBelapore;“CyberSecurity:UnderstandingCyberCrimes,  Computer Forensics and Legal Perspectives”, Wiley Publications, 2011. | | | | | |
| 2 | Shon Harris, “All in One CISSP, Exam Guide Sixth Edition”, McGraw-Hill, 2013 | | | | | |
| **Book(s)for reference** | | | | | | |
| 1 | SuryaPrakashTripathi,IntroductiontoInformationSecurityandCyberLaws,  Dreamtech Press, 2014 | | | | | |
| 2 | SteveMorganandDiFreeze,2019,WomenKnowCyber:100FascinatingFemales  Fighting Cybercrime,Cyber Security Ventures | | | | | |
| **Related Online Contents** | | | | | | |
| 1 | <https://www.cyberdegrees.org/resources/free-online-courses> | | | | | |
| 2 | <https://onlinecourses.swayam2.ac.in/ugc19_hs25/preview> | | | | | |
| 3 | Ministry of HomeAffairs– National Cyber crimereporting Portal | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender Inclusive Robotic Process Automation(2credits)** | | | | | | |
| **Name of the Department** | | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | | | Dr. Zenetta Rosaline Professor and Director  Department of Women’s Studies Bharathiar University  E-mail:[dr.zenettadirector.bu2014@gmail.com](mailto:dr.zenettadirector.bu2014@gmail.com) | |
| **Inter/Intra Department Course** | | | | | Inter department course | |
| **Duration of the Course** | | | | | 6 Months | |
| **Eligibility** | | | | | II M.A Gender Studies students | |
| **Number of Candidates to be Admitted** | | | | |  | |
| **Registration Procedure** | | | | |  | |
| **Job Opportunities :Any Mechanical industry, IT industry, NGOs etc** | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | Awareness about Data scraping, Recording and UI interaction | | | | |
| 2 | | Understanding working of Robots, advanced citric automation challenges | | | | |
| 3 | | Familiarize with strategies for solving user queues & transactions schedules | | | | |
| **Course Content** | | | | Lecture/Practical/Project/Internship | | |
| **Module 1** | | | **Introduction to Automation -** Introduction to Automation and RPA: Basics of RPA – RPA Benefits- Processes that can be automated- Types of Robots. Automation and RPA Concepts: Business models for implementing RPA–Centre of Excellence  –Typesandtheirapplications–BuildinganRPAteam–ApproachforimplementingRPA initiatives | | | **4hours** |
| **Module 2** | | | **Automationstages**GenderResponsiveBudgeting,UnderstandingtheAutomationCycle:Flexiworktimingtoenhanceproductivity,AutomationstagesandtheroleofaBusiness Manager – Guidelines for tracking the implementation success - Metrics / Parameters to be considered for gauging success – Choosing the right licensing option. Setting up the Uipa the environment–IntroductiontoUipath–TheUserInterface–KeyboardShortcuts–AutomationProjects&Debugging–ManagingActivities–ReusingAutomationLibrary.RoboticAutomatedGenderBudgeting | | | **4hours** |
| **Module 3** | | | Advanced Automation Concepts Basic Concepts of RPA:  Equal performance appraisal,Gender,Recording&UIinteraction–Datascraping&Screenscraping-Sequences, Variables and control flow–Selectors–Coding the Robot-Maternity leave. Advanced Automation Concepts: Image based automation –Keyboard based automation –Email automation –InformationRetrieval–AdvancedCitrixAutomationchallenges–Equalitythroughautomationatworkplace. | | | **4hours** |
|  |
| **Module 4** | | | Data persistence in RPA Data persistence in RPA: Tables in RPA–Data Manipulation in excel–Extracting Data from PDF-Using anchors in PDF regarding Domestic Violence, Sexual Harassment, Child abuse cases. Exceptional Handling: Debugging Tools – Strategies for solving issues – Catching errors. Orchestrator: Introduction–Tenants–Authentication–Users–Roles–Robots–Environments–Queues&Transactions –Schedules. | | | **4hours** |
| **Module 5** | | | **RPA Projects-Industry associated** | | | **4hours** |
|  | | | **Total** | | | **20hours** |
| **Book(s) for Study** | | | | | | |
| 1 | <https://www.tutorialspoint.com/uipath/uipath_robotic_process_automation_introduction.htm> | | | | | |
| 2 | <https://en.wikipedia.org/wiki/Robotic_process_automation> | | | | | |
| **Book(s)for reference** | | | | | | |
| 1 | https:/[www.uipath.com/landing/academic-studio-download](http://www.uipath.com/landing/academic-studio-download) | | | | | |
| 2 | https:/[www.uipath.com/rpa/robotic-process-automation](http://www.uipath.com/rpa/robotic-process-automation) | | | | | |
| 3 | https:/[www.uipath.com/rpa/academy](http://www.uipath.com/rpa/academy) | | | | | |
| **Related Online Contents** | | | | | | |
| 1 | [https://www.wipro.com/en-IN/business-process/robotic-process-automation-a-five-step-](https://www.wipro.com/en-IN/business-process/robotic-process-automation-a-five-step-approach-to-effective-implementation/)  [approach-to-effective-implementation/](https://www.wipro.com/en-IN/business-process/robotic-process-automation-a-five-step-approach-to-effective-implementation/) | | | | | |
| 2 | <https://research.aimultiple.com/rpa-implementation/> | | | | | |
| 3 | [https://medium.com/@cfb\_bots/a-blueprint-for-implementing-robotic-process-automation-](https://medium.com/%40cfb_bots/a-blueprint-for-implementing-robotic-process-automation-successfully-88e5f7ff7400)  [successfully-88e5f7ff7400](https://medium.com/%40cfb_bots/a-blueprint-for-implementing-robotic-process-automation-successfully-88e5f7ff7400) | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **code** | | | |  | **HEALTH AND WELLNESS** | **L** | | **T** | | **P** | **C** |
|  | | | | | **CORE– I** | **0** | | **0** | | **2** | **1** |
| **Pre-requisite** | | | | | Knowledge on Health and Wellness | **Syllabus-version** | | **2025-2026** | | | |
| **Course Objectives:** | | | | | | | | | | | |
| 1. The Health & Wellness course focuses on teaching the elements of physical, mental, emotional, social, intellectual, environment well-being which are essential for overall development of an individual. 2. The course also addresses the dangers of substance abuse and online risks to promote emotional and mental health. | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Demonstrate proficiency in sports training and physical fitness practice | | | | | | | | **K2** | |
| 2 | | Improve their mental and emotional well being, fostering a positive outlook on health   and life | | | | | | | | **K3** | |
| 3 | | Develop competence and commitment as professionals in the field of health and   wellness | | | | | | | | **K6** | |
| 4 | | Awareness on drug addiction and its ill effects | | | | | | | | **K5** | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | **INTRODUCTION TO HEALTH AND WELLNESS** | | | | | | **5 Hours** | | |
| Define and Differentiate Health and Wellness, Dimensions of Health and their interrelationships, Importance of Health and Wellness, Definition of Fitness and Wellness Strategy, Components of Fitness and Wellness, Benefits of Exercise and Health, Role of Parents and Community for the Maintenance of Fitness and Wellness, Origin of Yoga, Definition and Scope of Yoga, Yoga and Stress Management. Identification of Suicidal Tendencies, Substance Abuse Management (Drugs, Cigarette, Alchohol), Addiction Management, Stress Management, Spiritual Management. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:2** | | | **BUILDING PHYSICAL STRENGTH AND INNER STRENGTH** | | | | | | **5 Hours** | | |
| Diet and Nutrition for Health and Wellness, Essential Components of Balanced Diet for Healthy Living, Processed Foods and Unhealthy Eating Habits, Healthy Foods and Exercise for Prevention of Life Threatening Disease with Special Reference to Cardiovascular Diseases, Diabetes, Hypertension. Physical Fitness and Components of Physical Fitness. Advantages of Good Physique. Active and Sedentary Lifestyle and its implications. Postural Deformities and its corrective measures. Psychological Well-Being and its importance in the field of Sports. Role of Sleep in Maintenance of Physical and Mental Health. | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **10 --hours** | | | | |
| **Text Book(s)** | | | | | | | | | | | |
| 1 | Physical Activity and Health by Claude Bouchard, Steven N. Blair, William L. Haskell | | | | | | | | | | |
| 2 | Mental Health Workbook by Emily Attached & Marzia Fernandez, 2021. | | | | | | | | | | |
| 3 | Mental Health Workbook for Women: Exercise to Transform Negative Thoughts and Improve Well-Being by Nashay Lorick, 2022 | | | | | | | | | | |
| 4 | Lifestyle Diseases: Life Disease Management, by C. Nyambichu & Jeff Lumiri, 2018 | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | |
| 1 | Physical Activity and Mental Health by Angela Clow & Sarah Edmunds, 2013 | | | | | | | | | | |

FOURTH SEMSTER

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **43A** | **CORE – 12 WOMEN AND ECONOMIC DEVELOPMENT IN THE GLOBALISED WORLD** | **L** | **T** | | **P** | **C** |
| **Pre-requisite** | | | Students must have knowledge about economic empowerment of women and how it leads to women empowerment | **2** | **1** | | **1** | **4** |
| **Syllabus Version** | | | **2025**  **-2026** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the impact of globalization on women across the world. 2. To understand the nature and benefits of work for women across different sectors 3. To evaluate the role of global agencies in empowering women 4. To analyse the challenges and inequalities against women in access to various benefits | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To gain knowledge on the historical background of globalization | | | | | | K1 | |
| 2 | To understand the role of women working across different sectors | | | | | | K2 | |
| 3 | To evaluate the role of global agencies in empowering women | | | | | | K5 | |
| 4 | To analyse the digital divide in accessing the resources and benefits of globalization | | | | | | K4 | |
| 5 | To understand about the challenges associated with technology and globalization | | | | | | K6 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4** - Analyse;**K5** -Evaluate;**K6**– Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **WOMEN IN THE GLOBALISED WORLD** | | | | **7hours** | | |
| Globalization: Definition and types - Feminist Perspective of Globalization - Globalization and Changing Patterns of Employment in the Third World - Feminization of Poverty - Concentration of Women in Informal Sector and Feminization of Occupations - Gender and Wage Differentials | | | | | | | | |
|  | | | | | | | | |
| **Unit:2** | | **WOMEN AND WORK IN THE GLOBALISED WORLD** | | | | **8 hours** | | |
| Women and Work: Unpaid, Underpaid and Casual work - Women in Primary, Secondary and Tertiary Sectors - Invisibility of Women's Work and Problems in Measurement - Women's Participation in Organized Sector - Gender Discrimination, Marginalization and Glass Ceiling - Gender Issues at the Work Place- Working Conditions of women in Unorganized Sector | | | | | | | | |
|  | | | | | | | | |
| **Unit:3** | | **ROLE OF GLOBAL AGENCIES IN WOMEN EMPOWERMENT** | | | | **7 hours** | | |
| WTO and its implications for women- Trade Related Aspects of Intellectual Property Rights(TRIPS)–Trade-Related Investment Measures (TRIMS)–Income of Women Headed Households– Structural Adjustment Programme – Special Economic Zones (SEZs) | | | | | | | | |
|  | | | | | | | | |
| **Unit:4** | | **GLOBALIZATION, TECHNOLOGY AND DIGITAL DIVIDE** | | | | **8 hours** | | |
| Technological advancements after globalization – Benefits of technological changes to women - Digital gender divide - Access to Phone Banking – Online Transaction– Issues and Challenges – Online business - Marketing and associated threats for women – Inequality in access to fiscal instruments | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | | |
| **Unit:5** | | | | **CHALLENGES AND INTERVENTIONS** | | | | | | | | | | **7 hours** | |
| Economic Governance - Issues and Challenges - Gender Budgets- Challenging Gender Biases of International Trade - Towards Gender Equitable Economic Policies in the World Economy - Women’s access and control to assets and resources - Female Migration for Work - Gender and political economy of care | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Unit:6** | | | | **CONTEMPORARYISSUES** | | | | | | | | | | **3hours** | |
| Expert lectures Online seminars- Webinars   1. Understandingaboutroleofglobalizationineconomicempowermentofwomen 2. To learn about the LPG and its impact in national development | | | | | | | | | | | | | | | |
|  | | | | **Total** | | | | | | | | | | **40 hours** | |
| **Text Book(s)** | | | | | | | | | | | | | | | |
| 1 | | Making trade work for women: key findings from the World Trade Congress on Gender", [WTO publication](https://www.wto.org/english/news_e/news23_e/women_14sep23_e.htm), 2023. | | | | | | | | | | | | | |
| 2 | | LourdesBeneria,GunseliBerikandMariaS. Floro2016,Gender,Development,and Globalization, Routledge Publications, New York and London. | | | | | | | | | | | | | |
| 3 | | VarunNaikandMukeshSahni,2011,GlobalizationandHumanRights,CrescentPublishing Corporation. New Delhi | | | | | | | | | | | | | |
| 4 | | Malini Bhattacharya (ed), 2005, Women and Globalization, Tulika Books inAssociation withSchool of Women’s Studies, Jadavpur University, New Delhi | | | | | | | | | | | | | |
| 5 | | Beneria, L., (2003), Paid and Unpaid Labor: Meanings and Debates, Gender, Development and Globalization: Economics as if all People Mattered, Routledge, New York | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | |
| 1 | | Prof. Jayanti Dora, Dr.Nityananda Barik and Dr.SnigdharaniBeher, 2023, Women Empowerment and Economic Development in India: Issues and Challenges, Kunal Publishers, New Delhi. | | | | | | | | | | | | | |
| 2 | | SubhabrataDutta and AditiNath, 2023, Women in India-Social, Economic and Cultural Transitions, NP Publishers, Chennai | | | | | | | | | | | | | |
| 3 | | Palani Durai,2010,Globalization, Gandhi gram Rural Institute, Tamil Nadu | | | | | | | | | | | | | |
| 4 | | JohnL.Seitz, 2008,GlobalIssues: AnIntroduction,ZigZagprinters, New Delhi | | | | | | | | | | | | | |
| 5 | | ThomasSebastian, 2007,GlobalizationandUnevenDevelopment–Neocolonialism, Multinational Corporations, Space and Society, Rawat Publishers, Jaipur | | | | | | | | | | | | | |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websites, etc.]** | | | | | | | | | | | | | | | |
| 1 | | <https://onlinecourses.swayam2.ac.in/ugc19_hs40/preview> | | | | | | | | | | | | | |
| 2 | | [https://www.huffingtonpost.com/sriya-chakravarti/globalization-of-knowledg\_b\_6255162.html](https://www.huffingtonpost.com/sriya-chakravarti/globalization-of-) | | | | | | | | | | | | | |
| 3 | | <https://www.queensu.ca/artsci_online/courses/globalization-gender-and-development> | | | | | | | | | | | | | |
| Course Designed By: Dr. K. Mangayarkarasi | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | |
| **Cos** | | **PO1** | | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** | |
| **CO1** | | S | | S | S | S | M | S | S | S | S | S | |
| **CO3** | | S | | M | S | S | S | S | S | S | S | M | |
| **CO3** | | M | | S | S | S | S | S | S | S | S | S | |
| **CO4** | | S | | S | S | S | S | S | S | S | S | S | |
| CO5 | | S | | S | S | S | S | M | S | M | S | S | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **4EA** | **ELECTIVE –III REPRODUCTIVE HEALTH AND ASSISTED REPRODUCTIVE**  **TECHONOLOGY(ART)** | **L** | | **T** | | | **P** | | **C** |
| **Pre-requisite** | | | Basic knowledge and interest on psychology | **2** | | **2** | | |  | | **4** |
| **Syllabus Version** | | | | | **2025-**  **2026** | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the concepts of Assisted Reproductive Technology 2. To understand the theoretical, scientific, and social background of Assisted Reproductive Technology 3. To understand about the dark realities of the Assisted Reproductive Technology | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the syllabus, student will be able to understandabouttheAssistedReproductiveTechnologyandtoknowtheimportanceofsocietalissuesrelatedtoassistedreproductive technology | | | | | | | | | | | |
| 1 | Gain theoretical knowledge of Assisted Reproductive Technology an individual | | | | | | | | | K2 | |
| 2 | Understand various stages involved Reproductive Technology | | | | | | | | | K2 | |
| 3 | Gainknowledgeonvarioustechniquesinvolvedinsustainingmentalhealthof  Women | | | | | | | | | K3 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**–Create | | | | | | | | | | | |
| **Unit:1** | | **ASSISTED REPRODUCTIVE TECHNOLOGY** | | | | | **7hours** | | | | |
| Introduction: Assisted Reproductive Technology Concept-definition-Infertility, Mortality-Importance of Assisted Reproductive Technology-Ethics in the practice of ART- AssistedReproductiveTechnologiesImplicationsforWomeninIndia-femaleageandART | | | | | | | | | | | |
| **Unit:2** | | **TYPES OF ASSISTED REPRODUCTION** | | | | | | **7 hours** | | | |
| Types of Assisted Reproductive Technology: Intrauterine insemination- Stimulating the ovaries-Retrieving released eggs-sperm/ovum bank Fertilizing the eggs-Growing the result in embryos in a laboratory-Implanting the embryos in the woman’s uterus-Intracyto plasmic sperm injection- Gamete intra fallopian tube transfer (GIFT)- A combination of IVF and GIFT-Transfer of a fertilized egg (zygote) to the fallopian tube -Use of eggs or embryos from another woman (donor)- Transfer of frozen embryos to a surrogate mother- Reproductive technologies: risk associated with ART | | | | | | | | | | | |
| **Unit:3** | | **INFERTILITY COUNSELING** | | | **8 hours** | | | | | | |
| Basicsofcounseling-Infertilitycounseling-Psychologyofinfertility –Medical aspects of the infertility for thecounselor-Crossculturalissuesininfertilitycounseling-Psychological | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Evaluation of the in fertility couple-Evidence based approach to infertility counselling-Individual counselling and psychotherapy-Counselling the infertile couple | | | |
| **Unit:4** | | **SURROGACY AND LEGAL ISSUES** | **8 hours** |
| Introduction to surrogacy –renting a womb--Surrogacy (Regulation)Bill,2019-ProblemsAssociated with Cross-Border Surrogacy- Laws Governing Surrogacy in Different Countries-Social, ethical, medical &legal aspects of surrogacy: an Indian scenario. | | | |
| **Unit:5** | | **COMMERCIALIZATION OF SURROGACY** | **7 hours** |
| Commercial Gestational Surrogacy: Reproductive tourism and child trafficking-Surrogate Parenthood For Money as a Form Of Human Trafficking- the dark realities of surrogacy–case studies | | | |
| **Unit:6** | | **CONTEMPORARYISSUES** | **3hours** |
| Seminars, webinars and Related Online Contents-MOOC, SWAYAM, NPTEL, Websites etc | | | |
| **Total Lecture hours** | | | **40 hours** |
| **Text Book(s)** | | | |
| 1 | M.RobinDimatteo,LeslieR.Martin(2002),HealthPsychology,PearsonEducation | | |
| 2 | David F. Marks, Michael Murray, Brian Evans &Emee Vida Estacio (2000)Health Psychology, Theory, Research &Practice ,Sage Publication India Pvt Ltd. | | |
| 3 | ShekkeyE.Taylor(2006)HealthPsychology,TataMcGrawHill. | | |
| 4 | TextbookofsocialPsychology, Delamater,Myers (2009),Cengage Learning India Pvt Ltd. | | |
| **Reference Books** | | | |
| 1 | DineshMohan(2005),BasicPsychologicalProcesses,DominantPublishersandDistributors,NewDelhi. | | |
| 2 | Meaghan Jain, Manvinder Singh, (2023). Assisted Reproductive Technology (ART) Techniques Columbia University College of Physicians and Surgeons | | |
| **Related Online Contents** | | | |
|  | https://prezi.com/l2jwdajncu-r/cognition-learning-and-motivation-presentation/ | | |
|  | <https://www.who.int/initiatives/decade-of-healthy-ageing> | | |
|  | [https://www.epw.in/journal/2007/23/special-articles/assisted-reproductive-technologies-](https://www.epw.in/journal/2007/23/special-articles/assisted-reproductive-technologies-india-implications-women.html)  [india-implications-women.html](https://www.epw.in/journal/2007/23/special-articles/assisted-reproductive-technologies-india-implications-women.html) | | |
|  | [https://journals.lww.com/grh/Fulltext/2018/06000/Female\_age\_and\_assisted\_reproductive\_](https://journals.lww.com/grh/Fulltext/2018/06000/Female_age_and_assisted_reproductive_technology.3.aspx)  [technology.3.aspx](https://journals.lww.com/grh/Fulltext/2018/06000/Female_age_and_assisted_reproductive_technology.3.aspx) | | |
|  | <https://wcd.nic.in/sites/default/files/final%20report.pdf> | | |
| **Course Designed By**: Dr.C.Ramya | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | M | M | S | S | S | S |
| **CO2** | M | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | M | M | S | L | S | S | L |

\*S-Strong-Medium-L

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | **4EB** | **ELECTIVE -III MANAGERIAL SKILL FOR WOMEN** | | | **L** | | **T** | | | **P** | **C** |
| **Pre-requisite** | | | | | To know managerial skill in gender  perspective | | | **2** | | **1** | | | **1** | **4** |
| **Syllabus**  **Version** | | | | **2025-**  **2026** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. To learn essential managerial skill and developing these skills 2. To understand the need of the soft skills in gender perspective 3. To impart understanding of managerial concepts. | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | The student will gain knowledge on soft skill | | | | | | | | | | | K2 | |
| 2 | | Will gain knowledge on team building skill with gender perspective | | | | | | | | | | | K3 | |
| 3 | | Understand the importance of gender inclusive teams | | | | | | | | | | | K4,K6,  K5 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**–Create | | | | | | | | | | | | | | |
| **Unit:1** | | | | **INTRODUCTION** | | | | **7 hours** | | | | | | |
| Definition of Managerial skill- Types of Managerial skill -Significance of Managerial skill- Role of managers in organization-personal skill to Importance of competent managers. | | | | | | | | | | | | | | |
| **Unit:2** | | | | **SOFTSKILLFOR MANAGERS** | | | | **7 hours** | | | | | | |
| Soft skill- Communication skill-Inter personal Skill-Problem Solving and Building Relationship-Collaboration | | | | | | | | | | | | | | |
| **Unit:3** | | | | **MANAGEMENTEDUCATION TO WOMEN** | | | **8 hours** | | | | | | | |
| Need for Management Education to Women-Women’s experience at workplace biological determinism and management role of women construction of gender roles-obstacle to women in Management-development of gender sensitive management skills for women-need for women friendly environment. | | | | | | | | | | | | | | |
| **Unit:4** | | | | **LIFESKILL** | | | **7 hours** | | | | | | | |
| Life Skill-Role of life skill in enhancing women in management-Emotional Intelligence Self Awareness-Critical Thinking-Decision making-Self Development | | | | | | | | | | | | | | |
| **Unit:5** | | | | **PROBLEM SOLVING&BUILDINGRELATIONSHIP** | | | | | **8 hours** | | | | | |
| Problem solving-creativity-innovation-steps of analytical problem solving-limitations of analytical problem solving-impediments of creativity-multiple approaches to creativity- Conceptual blocks-conceptual blockbusting | | | | | | | | | | | | | | |
| **Unit:6** | | | **CONTEMPORARYISSUES** | | | | | | | | **3hours** | | | |
| Expert lectures, online seminars –webinars | | | | | | | | | | | | | | |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| **1** | <https://onlinecourses.swayam2.ac.in/nou21_lb11/preview> | | | | | | | | | | | | | |
|  |  | | | **Total Lecture hours** | | **40 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | CommunicatingatWork–PrinciplesandPracticesforBusinessandtheProfessionsby Adler,TheMcGraw HillCompany,9thEdition | | | | | | | | | | | | | |
| 2 | ManagerialSkill, Dr.K.Alex, S.Chand&CompanyPrivateLTD | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | BusinessCommunicationandPersonalityDevelopmentbyBiswajitDas&IpseetiSatpathy,TheEncelPublications,1stEdition | | | | | | | | | | | | | |
| 2 | ManagerialCommunication–StrategiesandApplicationsbyHynes;TheMcGrawHillCompany,4thEdition | | | | | | | | | | | | | |
| 3 | EffectiveBusinessCommunicationbyMurphy;TheMcGrawHillCompany,7thEdition | | | | | | | | | | | | | |
| 4 | DevelopingSoftSkillsbyRobertM.Sherfield,RhondaJ.,PatriciaJ.Moodi;Cornerstone Publications | | | | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | | | | |
| 1 | <http://www.egyankosh.ac.in/bitstream/123456789/38369/1/Unit-3.pdf> | | | | | | | | | | | | | |
| 2 | <https://ncert.nic.in/vocational/pdf/kees101.pdf> | | | | | | | | | | | | | |
| 3 | [http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/Chapter\_1\_Introducon.PDF](http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/Chapter_1_Introduction.PDF) | | | | | | | | | | | | | |
| Course Designed By: Dr.ZenettaRosaline&Dr.C.Ramya | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | L | L | L | L | M | M |
| **CO2** | S | M | S | L | L | L | L | L | M | M |
| **CO3** | S | M | M | L | L | L | L | L | M | S |
|  |  |  |  |  |  |  |  |  |  |  |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | | **4EC** | **ELECTIVE -III DIMENSION OF WOMEN EMPOWERMENT** | | **L** | | **T** | | **P** | **C** |
| **Pre-requisite** | | | | Knowledge on Empowerment | | **2** | | **1** | | **1** | **4** |
| **Syllabus Version** | | | **2025**  **-2026** | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the theoretical background of women empowerment 2. To provide an understanding of various dimensions of Women Empowerment 3. To educate the students on Women development measures | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Will Gain knowledge on theories of empowerment | | | | | | | | K2 | |
| 2 | | Understand various developmental measures and policies | | | | | | | | K4 | |
| 3 | | Gain knowledge on resources available for economic empowerment of women | | | | | | | | K3 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | **WOMENEMPOWERMENTANDDEVELOPMENT** | | | **8 hours** | | | | | |
| Women and Development-Welfare Approach, WID, GAD, WAD, The Efficiency Approach, GED, Mainstreaming Gender Equality-Millennium Development Goals. | | | | | | | | | | | |
| **Unit:2** | | | **MEASURESFORWOMENEMPOWERMENT** | | | **8 hours** | | | | | |
| The Swa- Shakti Project – Women’s Economic Programme-Support Services for Women-Education for Women-SSA - Adult Education Programme –Government Measures –Micro-finance-Role of NGO | | | | | | | | | | | |
| **Unit:3** | | | **SOCIALEMPOWERMENTOFWOMEN** | | | | **7 hours** | | | | |
| Education–Health–Nutrition Drinking Water and Sanitation-Alleviation of Poverty-Women Agricultural Workers-Social Problems Face by Women | | | | | | | | | | | |
| **Unit:4** | | | **ECONOMICEMPOWERMENTFOR WOMEN** | | | | **7 hours** | | | | |
| Self Wage Employment Schemes–Employment Generation Schemes–National and State Local  Levels–Approaches and Access to Credit–Microfinance Revolution–NABARD Grameen Bank, and others State Policy and Programmes | | | | | | | | | | | |
| **Unit:5** | | | **DEVELOPMENTMEASURES** | | | | **7 hours** | | | | |
| Human development Index–Gender Related Development Index, Gender Empowerment Measures–ICT and Women in the Informal Sector-Theoretical Perspectives of Empowerment–  Mainstreaming Gender Development Policies. | | | | | | | | | | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 3hours | | | | | | | | | | | |
| **1** | <https://nptel.ac.in/courses/109/105/109105176/> | | | | | | | | | | |
|  | | | **Total Lecture hours** | | **40 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | |
| 1 | Kalpagam .U.2011, Gender and Development In India Current Issues, Rawat Publications | | | | | | | | | | |
| 2 | Ajit Kumar Sinha ,2008, New Dimensions of Women Empowerment, Deepand Deep Publications. | | | | | | | | | | |
| 3 | KailaH.L,2005,Women,WorkandtheFamily,RawatPublications,Jaipur | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | |
| 1 | Sheela Varghese, 2003, Employment of Women in the unorganized manufacturing sector, University Book House Private limited ,Jaipur | | | | | | | | | | |
| 2 | Pooja Joshi, Namita Soni(2024).Dimensions of Gender & Women Empowerment, Satish Serial Publishing | | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | | |
| 1 | <http://www.unwomen.org/en/what-we-do/economic-empowerment> | | | | | | | | | | |
| 2 | <https://www.poverty-action.org/sites/default/files/publications/building-womens-economic-and-social-empowerment.pdf> | | | | | | | | | | |
| 3 | <http://personal.lse.ac.uk/ghatak/development_measures.pdf> | | | | | | | | | | |
|  | | | | | | | | | | | |
| Course Designed By: Dr.K. Mangayarkarasi &Dr. C. Ramya | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | L | L | L | S | S | S | S |
| **CO2** | S | S | M | L | L | L | M | M | M | M |
| **CO3** | S | M | M | L | L | L | S | M | M | S |
|  |  |  |  |  |  |  |  |  |  |  |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **4ED** | **ELECTIVE -IV**  **POCSO ACT AND POSH ACT** | **L** | **T** | | | **P** | **C** |
| **Pre-requisite** | | | Basic knowledge and interest on POCSO  And POSH Act | **2** | **2** | | | **0** | **4** |
| **Syllabus Version** | | | | **2025-**  **2026** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the basic concept to training 2. To understand the legal background of POSH and POCSO act 3. To understand about the importance and the need, scope of the POSH and POCSO Act training | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the syllabus, student will be able to do training sessions on POSH  And POCSO Act for the stakeholders in the society | | | | | | | | | |
| 1 | Gain legal knowledge of POSH and POCSO act training as an individual | | | | | | | K2 | |
| 2 | Understand various stages involved in training | | | | | | | K2 | |
| 3 | Gain knowledge on various techniques involved in POSH and POCSO Act | | | | | | | K3 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**–Create | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO POSH Act 2013** | | | | | **7hours** | | |
| Meaning of Gender -Gender Issues at Workplace-Gender Inequality at Workplace–Evolution of POSH Act- Definition of Sexual Harassment, Employer, Employee, Workplace- Types of Sexual Harassment-Types of harassers-Causes and Impact of Sexual Harassment-Implementing a Conducive Working Environment- Benefits of Workplace Gender Equality- Global Initiatives to Prevent Sexual Harassment | | | | | | | | | |
| **Unit:2** | | **PROVISIONS OF THE ACT 2013** | | | | **7 hours** | | | |
| Constitution of Internal Complaints Committee (IC/LC)- Duties and Roles of IC Presiding Officer /Member -Third Party Harassment -Role of an Employer –Rights of the Parties- Working of IC/LC-Preventive Policies (organization) - Organizational Best Practices -Conduct and Service Rules - Steps to Conduct Inquiry-Myths and Realities of Sexual Harassment at Workplace-Role of men/women in prevention of sexual harassment at workplace | | | | | | | | | |
| **Unit:3** | | **BASICS OF POCSO ACT AND IDENTIFICATION CHILD SEXUAL ABUSE** | | | | **8hours** | | | |
| Need of the Act-Fundamentals of Child Protection Definition of Child Abuse-Indicators of Abuse  - Understanding Child Sexual Abuse – Causes and Reporting Child Sexual Abuse -The Protection of Children from Sexual Offence Act, 2012 - Child Sexual Offences and Punishments under POCSO Act-Recognizing and Reporting Procedure under the Act - Procedure of Recording of Statement of Child - Child Friendly Procedure - Procedure of Medical Examination of Child -EmergencyMedicalCare&Counselling-CareandProtectionofChildVictim-SpeedyProcedures of Cases - Compensation for Child Victim - Sensitization of Child about Body and Personal Safety | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit:4** | | **ROLE OF SCHOOLS AND THE RAPEUTICINTE RVENTIONS FOR CHILDREN** | **8 hours** |
| Child Protection Policy of the School-Proactive Measures to prevent Child Sexual Abuse-Teaching Children to Identify Good Touch & Bad Touch - Therapeutic Interventions for Children -Needs of Children after Sexual Abuse - Therapeutic Intervention for Children in School-Impacts of Sexual abuse on Caregivers - Handling Child Sexual Abuse issues with Children and SurvivorsofSexualAbuse-ChildFriendlyCommunicationTechniques-ChildFriendlyNon-verbalTechniques -Types of Non-verbal Communication | | | |
| **Unit:5** | | **PROFESSIONAL TRAINER** | **7 hours** |
| The core qualities of a good trainer- Approach training strategically-Be a good listener- Encourage engagement- Be organized- Appreciate good instructional design- Analyse and improve -Pulse of learning trends- Prize lifelong learning-Art of Delivering online and classroom sessions- Market yourself through Social media marketing, Webinars, Email marketing-Newsletters-Pay-per-click ads-Networking | | | |
| **RelatedOnlineContents[MOOC,SWAYAM,NPTEL, Websites etc]** | | | **3hours** |
| <https://onlinecourses.nptel.ac.in/noc19_hs56/preview> | | | |
| <https://onlinecourses.nptel.ac.in/noc19_hs63/preview> | | | |
|  | | **Total** | **40hours** |
| **Text Book(s)** | | | |
| 1 | RupanjanaDe(2021) PreventionofSexualHarassmentAtWorkplaceLaw, Practice&Procedures,BloomsburyProfessionalIndiapublisher,ISBN-13 978-9390513505 | | |
| 2 | [ShivangiPrasad&AttreyiMukherjee](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Shivangi%2BPrasad%2B%26amp%3B%2BAttreyi%2BMukherjee&search-alias=stripbooks)(2019)HandbookontheLawofSexualHarassmentatWorkplaceThomsonReuters,ISBN-10-9386374773 | | |
| 3 | [DeepaRafeeque](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Deepa%2BRafeeque&search-alias=stripbooks)(2018) Prevention of Sexual Harassment of Women at Workplace: A Guide toThe Sexual Harassment of Women at Workplace (Prevention, Prohibition &Redressal) Act,2013,NotionPresspublisher,ISBN:13-978-1644291856 | | |
| 4 | NayanJoshi(2020)CommentaryOnPROTECTIONOFCHILDRENFROMSEXUALOFFENCES ACT, 2012 (POCSO) As Amended ByThe Act Of 2019 With Rules 2020 AndAlliedLaws,KamalPublishers | | |
| **Reference Books** | | | |
| 1  . | Jonathan Goodman (2015), Ignite the Fire: The Secrets to Building a Successful PersonalTrainingCareer,CreateSpaceIndependentPublishingPlatform,ISBN-13-978-1505787610 | | |
| **Related Online Contents** | | | |
|  | https://prezi.com/l2jwdajncu-r/cognition-learning-and-motivation-presentation/ | | |
|  | [https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUA](https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUAL%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf)  [L%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf](https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUAL%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf) | | |
|  | <https://www.nipccd.nic.in/file/reports/pocso12.pdf> | | |
|  | [https://wcd.nic.in/sites/default/files/ISTM\_Training%20Module%20To%20be%20uplo](https://wcd.nic.in/sites/default/files/ISTM_Training%20Module%20To%20be%20uploaded.pdf)  [aded.pdf](https://wcd.nic.in/sites/default/files/ISTM_Training%20Module%20To%20be%20uploaded.pdf) | | |
| **Course Designed By**: Dr.K.Mangayarkarasiand Dr.D.Kalpana | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | M | M | S | S | S | S |
| **CO2** | M | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | M | M | S | L | S | S | L |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | | | **4EE** | | | | **ELECTIVE-IV CREATIVITY AND THE BUSINESS IDEA** | | | | | | | **L** | | | | **T** | | **P** | | **C** |
| **Pre-requisite** | | | | | | | | | To gain knowledge on innovative ideas in business | | | | | | | **2** | | | | **1** | | **1** | | **4** |
| **Syllabus Version** | | | | | **2025-2026** | | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. To trigger how new business innovation can be created | | | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | The students will be aware of the spring band and out of the box thinking | | | | | | | | | | | | | | | | | | | **K3** | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | | | **Ideas from Trends Analysis** | | | | | | | | | | | **6 hours** | | | | | | | |
| Green Trend, Clean –Energy Trend, Organic- Orientation Trend, Economic Trend, Health Trend, Web Trend | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | | Sources of New Ideas | | | | | | | | | | | **6 hours** | | | | | | | |
| Consumers, Existing Products and Services, Distribution Channels, Governments, Research and Development. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | | Methods of Generating Ideas | | | | | | | | | | | **6 hours** | | | | | | | |
| Focus Groups, Brainstorming, Brain writing, Problem Inventory Analysis. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | | Creative Problem Solving | | | | | | | | | | | **6 hours** | | | | | | | |
| Reverse brainstorming, Gordon Methods, Checklist Methods, Free Association, forced Relationship, Collective Notebook Method, Attribute Listing, Big- Dream Approach, Parameter Analysis, Delphi/ Nominal Group Technique, Scenario Analysis, Cause- Effect Analysis, Value Analysis, Morphological Analysis, Synectics. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | | **Innovation** | | | | | | | | | | | **6 hours** | | | | | | | |
| Types of Innovation, Defining an Innovation(New Product Service )- classification of new Products, Entrepreneurial innovation. | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | **Total Lecture hours** | | | | | | | | | | | | **30 hours** | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Hisrich, Manimala, Peter, Shepherd, ENTREPRENEURSHIP, 9th edition McGraw Hill Education (India) Edition 2014 | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Paramasivan, Social Entrepreneurship New Century Publication, 2016 | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Narayana Reddy, Entrepreneurship Text and cases, Cengage Learning India pvt.Ltd 2010 | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | Anilkumar,Verma, Women Entrepreneurship in India, Regal publications, 2007 | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Designed By:Dr.Zenetta Rosaline and C.Ramya | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | | **PO2** | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | | | | **PO10** | | | |
| **CO1** | | | S | | | S | S | | S | S | S | S | S | S | | | | S | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | | **4EF** | **ELECTIVE-IV**  **GENDER THROUGH A HEALTH PSYCHOLOGY LENS** | **L** | **T** | | | **P** | **C** |
| **Pre-requisite** | | | | To know Health Psychology in gender  perspective | **2** | **2** | | | **0** | **4** |
| **Syllabus Version** | | | | **2025-**  **2026** | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the basic concept of psychology 2. To understand the health issues 3. To understand about the importance and the need, scope of health psychology lens | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | | Will Gain knowledge on theories of psychology concept | | | | | | | K2 | |
| 2 | | Understand psychology of women and gender | | | | | | | K2 | |
| 3 | | Gain knowledge on resources available for gender and psychology | | | | | | | K3 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**–Create | | | | | | | | | | |
| **Unit 1** | | | **PSYCHOLOGY OF WOMEN AND THE STUDY OF GENDER** | | | | | **7 hours** | | |
| Sex-Gender-Gender Role-Gender Stereotypes-Gender Identity-Sexual Orientation-Heterosexual- Homosexuals. | | | | | | | | | | |
| **Unit 2** | | | **CONGRUENCE** | | | | | **7 hours** | | |
| Social Congruence measures-Hormonal Congruence Measures-Surgical congruence Measures- Legal Congruence. | | | | | | | | | | |
| **Unit 3** | | |  | | | | | **7 hours** | | |
| Personal Gender- Gender Fluid, Intersex, Gender non-conforming- Transgender- pansexual-Androcentrism-Ethnocentrism-Gender Typing | | | | | | | | | | |
| **Unit:4** | | | **PSYCHODYNAMIC THEORIES** | | | | | **8 hours** | | |
| Frud and Biological Identity- Nancy chodrow (1978-1989), Social Learning theory(Albert Bandura 1977), Cognitive theories- gender schema theory, social role theory | | | | | | | | | | |
| **Unit:5** | | | **Gender Through A Health Psychology** | | | | | **7 hours** | | |
| Health Behaviors-Exercise, effects of exercise, obesity, effects of obesity, alcohol(Gender Difference), Tobacco-Vaping-Drugs-Health effects related to drugs uses, Environment Factors abd Physical Health, Feminist Perspectives | | | | | | | | | | |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | **4 hours** | | |
| <https://onlinecourses.nptel.ac.in/noc19_hs56/preview> | | | | | | | | | | |
| <https://onlinecourses.nptel.ac.in/noc19_hs63/preview> | | | | | | | | | | |
|  | | | **Total** | | | | **40 hours** | | | |
| **Text Book(s)** | | | | | | | | | | |
| 1 | MeenuAnand 2020 “Gender and Mental Health Combing Theory Practices 2020 | | | | | | | | | |
| 2 | Sabasafdar, nataszakosakowska “Psychology of Gender through the lens of culture: theories and application 2015 | | | | | | | | | |
| **Reference Books** | | | | | | | | | | |
| . |  | | | | | | | | | |
| **Related Online Contents** | | | | | | | | | | |
|  | https://prezi.com/l2jwdajncu-r/cognition-learning-and-motivation-presentation/ | | | | | | | | | |
|  | [https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUA](https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUAL%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf)  [L%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf](https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUAL%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf) | | | | | | | | | |
|  | <https://www.nipccd.nic.in/file/reports/pocso12.pdf> | | | | | | | | | |
|  | <https://wcd.nic.in/sites/default/files/ISTM_Training%20Module%20To%20be%20uploaded.pdf> | | | | | | | | | |
| **Course Designed By**: Dr.K.Mangayarkarasi and Dr.C.Ramya | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **code** | | **47V** | **PROJECT WORK AND VIVA VOCE** | **L** | **T** | **P** | | **C** |
| **Pre-requisite** | | | Learned about gender based issues and empowerment can be learned more through field visits |  |  |  | | **8** |
| **Syllabus**  **Version** | **2025-2026** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * Thestudentcanlearnabouttheresearchatentrylevelbydoingthisproject * To gain the practical knowledge by doing research work | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles of gender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with gender lens | | | | | | K4 | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | | | K5 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6** –Create | | | | | | | | |
| The students can do project as collaborative work with NGOs, Government organizations and industries to gain knowledge about the role of women in various sectors. It will be a base line to research about women and child welfare in Indian scenario. The student may analyse the myths and facts about women rights and empowerment.  Project work will include training in gender analysis and Planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done and Viva voce. This will be part of Department extension activity | | | | | | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | M | M | S | S | S | S |
| **CO2** | M | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | M | M | S | L | S | S | L |

\*S-Strong-Medium-Low

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **INDUSTRY ORIENTATION PROGRAMME (2CREDITS)** | | | | | | |
| **Name of the Department** | | | | | **WOMEN’SSTUDIES** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | | Dr.Zenetta Rosaline Professor and Director  Department of Women’s Studies Bharathiar University  E-mail:[dr.zenettadirector.bu2014@gmail.com](mailto:dr.zenettadirector.bu2014@gmail.com) | |
| **Inter/Intra Department Course** | | | | | Intra department course | |
| **Duration of the Course** | | | | | 6 Months | |
| **Eligibility** | | | | | Enrolled II M A Gender Studies | |
| **Number of Candidates to be Admitted** | | | | |  | |
| **Mode of the Course** | | | | | Online **/** offline | |
| **Collaboration if any with Companies** (if Yes, Full Address of the Company Address, Name of the Contact Person ,Phone, e-mail etc.) | | | | | Archanaa K,  Magic bus India Foundation  Kamarajar road Coimbatore-641004  archanaa.moorthy@magicbus.org | |
| **Registration Procedure** | | | | | M.A Gender Studies students | |
| **Job Opportunities :**NGOs, Corporate sector and MNC | | | | | | |
|  | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | To prepare the students understand the career opportunities for women and men and go career ready | | | | |
| 2 | | TounderstandthefairdistributionofunpaidandpaidworkamongwomenandmenandgetintroducedtothecooperateEtiquettes | | | | |
| 3 | | Toexploretheinterpersonalskillsandessentiallifeskillstonavigateinthedigitalandcorporateworld | | | | |
| 4 | | To prepare the students to take up career incorporate sector and NGOs | | | | |
| **Course Content** | | | | Lecture/Practical/Project/Internship | | |
|  | | | | | | |
|  | | | | | | |
| **Module1** | | | **Introduction-**Introduction to the curriculum, Standards of Professionalism, Team Building – Introduce a Friend, Future Orientation – Not what I expected, Service Orientation, Introduction to the score card review, Introduction to the career pathway, Individual contribution on Safety, Health and Environment-Health and Nutrition–Awareness on General Heath and Food Habits. Healthy eating& Healthy Living, SWOT analysis | | | **4hours** |
| **Module2** | | | **Spoken English and Personality development** -Communication – Critical Thinking – problem Solving – Teamwork – Strategies for Listening and Typing, Simulation and its Technical Drill, Demonstrating Adaptive Communication, APT Communication, Role Play, Understanding and Promoting the Colleague Dignity. | | | **4hours** |
|  |
| **Module3** | | | **Life and Employability Skills** -Introduction to Behavioural skills and Mindsets, Adaptability, Persistence, Work life Balance, Stress Management, Vocabulary Drill, Peer Coaching, Personal Responsibility | | | **4hours** |
| **Module4** | | | **Financial and Digital Literacy -**Financial Planning– Introduction to the Financial Health Module, Understanding Money, Planning and Managing Finances, Understanding the Financial Market, Financial Safety.  Digital Literacy – Operating a computer and accessing the web, Digital Wallet, Mail Accounts, social media. | | | **4hours** |
| **Module5** | | | **Career Preparation -Introduction to Resume and Cover Letter Creation** - **Networking and Interview Skill and drill**- **Launching a job search, Placement Readiness.**  Grooming–Etiquettes, Introduction to interview, Mock interviews, First Job overcoming challenges, Written communication and documentation etiquettes. | | | **4hours** |
|  | | |  | | |  |
| **Book(s)for Study** | | | | | | |
| 1 | “SoftSkills–EnhancingEmployability:ConnectingCampuswithCorporate”byMSRao  Conversationally Speaking–by Alan Garner | | | | | |
| 2 | Ackermann, K. 2016 Career Guidance A Handbook For Policy | | | | | |
|  | | | | | | |
| **Book(s)for reference** | | | | | | |
| 1 | Brady, Chris, and Orrin Woodward. 2005. Launching a Leadership Revolution: Mastering the Five Levels of Influence. New York: Business Plus. | | | | | |
|  | | | | | | |
| **Related Online Contents** | | | | | | |
| 1 | <https://ncert.nic.in/depfe/pdf/Modules/Module_5_DCGC.pdf> | | | | | |
| 2 | <https://drive.google.com/drive/folders/1_U7uKYgkU_OMeBKkqSTi8zAjeBf-_cyM> | | | | | |

SUPPORTIVE COURSES

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **code** | | | | **GS75** | **INTRODUCTION TO GENDER**  **STUDIES** | **L** | **T** | | **P** | **C** | |
| **Supportive** | | | | | **Supportive(offered to other departments)** | **1** | **1** | | **-** | **2** | |
| Pre-requisite | | | | | Knowledge on role of Gender | **Syllabus**  **Version** | **2025 - 2026** | | | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   * To introduce and analyse major Gender concepts. * To provide a base to understand the prevailing gender in equalities * To understand various inequalities | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Gain knowledge on the role of gender | | | | | | | K2 | | |
| 2 | | Understand the inequalities in the measures of development | | | | | | | K3 | | |
| 3 | | Knowledgeonnationandinternationalagenciesworkingforwomendevelopment | | | | | | | K1 | | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6** –Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | **GENDER IDENTITY** | | | | **4hours** | | | | |
| Define Gender and sex –Gender Ideology – Sex Vs Gender –Biological-**Gender Socialization- internationalization** | | | | | | | | | | | |
| **Unit:2** | | | **GENDER ROLES** | | | | **4hours** | | | | |
| **Gender Roles and Stereotypes** -Division of Labour, Work, and Family- gender inequality and discrimination- education- employment, and politics. | | | | | | | | | | | |
| **Unit:3** | | | | **GENDER EQUALITY/EQUALITY** | | | | **4hours** | | | |
| Equality vs Equity, HDI, GDI and GEM, Women empowerment-Meaning, Concepts and  Empowerment Levels | | | | | | | | | | | |
| **Unit:4** | | | | **GENDER INEQUALITY IN CERTAIN VITAL MEASURES OF DEVELOPMENT** | | | | **5hours** | | | |
| SexRatio,Lifeexpectancy,Literarylevel,Workparticipation,DecisionMakingandPolitical  Participation | | | | | | | | | | | |
| **Unit:5** | | | | **NATIONALANDINTERNATIONALAGENCIES**  **WORKING FOR WOMEN** | | | | **5 hours** | | | |
| Ministry of Women and child development, National commission for women, World Health  Organization and UN women | | | | | | | | | | | |
|  | | | | **Total** | | | | **20 hours** | | | |
| **Text Book(s)** | | | | | | | | | | | |
| 1 | SiuliSarkar2018,“GenderDisparityinIndia:UnheardWhimpers”Paperbackedition | | | | | | | | | |
| 2 | BrettellCB&SargentCF,2011,Genderincross-CulturalPerspectivePaperback | | | | | | | | | |
| **Reference Books** | | | | | | | | | | |
| 1 | KailaH.L,2005,*Women,WorkandtheFamily,*RawatPublications,Jaipur | | | | | | | | | |
| 2 | Brennen,Johanna,2006,WomenandthePoliticsofClass,AakarBooks,Delhi | | | | | | | | | |
| **Related Online Contents[MOOC, SWAYAM, NPTEL, Websitesetc.]** | | | | | | | | | | |
| 1 | <http://www.who.int/en/> | | | | | | | | | |
| 2 | <http://www.unwomen.org/en> | | | | | | | | | |
| 3 | <http://ncw.nic.in/> | | | | | | | | | |
| 4 | <http://wcd.nic.in/> | | | | | | | | | |
| Course Designed By: Dr.C. Ramya | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | M | M | L | L | M | L | L |
| **CO2** | S | M | M | M | M | L | L | M | L | L |
| **CO3** | S | M | M | M | M | L | L | M | L | L |
| **CO4** | S | M | M | M | M | L | L | M | L | L |
| CO5 | S | M | M | M | M | L | L | M | L | L |
|  |  |  |  |  |  |  |  |  |  |  |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **GS118** | **WOMEN WELFARE LAWS IN INDIA** | **L** | | **T** | **P** | **C** |
| **Supportive** | | | **Supportive(offered to other departments)** | **1** | | **1** | **-** | **2** |
| **Pre-requisite** | | | Have an attitude to accept and learn about gender equality for best environment to both the genders | **Syllabus Version** | | | **2025**  **-2026** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. TounderstandabouttheinitiativestakenbyInternationalandNationallevel organizations for women welfare 2. To learn about status of women before and now with welfare laws 3. To have an right view about women rights as human rights | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To understand the constitutional safeguards available for women | | | | | | K2 | |
| 2 | To differentiate between gender equality v/s equity and types of inequality | | | | | | K5 | |
| 3 | To gain knowledge about initiatives for women welfare by Central Government | | | | | | K3 | |
| 4 | To gain knowledge about initiatives for women welfare by State Government | | | | | | K3 | |
| 5 | To analyse about the various laws to protect women from many form of violence | | | | | | K4 | |
| **K1**-Remember;**K2**-Understand;**K3** -Apply;**K4**-Analyze;**K5**-Evaluate;**K6**-Create | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO WOMEN RIGHTS** | | | **3--hours** | | | |
| Indian Constitutional Rights Relating to Women – Fundamental Rights – Directive Principles of State Policy - Special Amendments for Empowerment of Women - Uniform Civil Code – Three waves of feminism | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Unit:2** | **EQUALITY V/S EQUITY** | **3 --hours** |
| Gender Equality v/s Equity – Understanding Gender and Multiple Inequalities in the Society – Caste–Class-Religion-Gender Intersections | | |
|  | | |
| **Unit:3** | **WOMENWELFARE MECHANISMS BYCENTRAL GOVERNMENT** | **4--hours** |
| National Commission for Women(NCW)– Schemes by the Ministry of Women and Child Development–She box– Women Helpline - Family Courts – Legal Aid cells– Role of Counselling Centres – Mahila Police Stations | | |
|  | | |
| **Unit:4** | **WOMENWELFARE MECHANISMSBYSTATEGOVERNMENT** | **4--hours** |
| Tamil Nadu State Commission for Women(TNSCW) –Tamil Nadu Department of Social Welfare Schemes for Women– Women Welfare Schemes by State Government – Kavalan app – Working Women Hostels – Family Counselling Centres – One Stop Crisis Centres – Aval Project | | |
|  | | |
| **Unit:5** | **WOMENWELFARELAWS IN INDIA** | **4--hours** |
| DowryProhibitionAct,1961 – Pre-Conception and Pre-Natal Diagnostic Techniques (Regulation and Prevention) Act, 1994 - Domestic Violence (Prohibition) Act, 2005 - Prohibition of Child Marriage Act, 2006 - [ProtectionofChildrenfromSexualOffencesAct,2012](https://www.google.co.in/url?sa=t&rct=j&q&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiB0LKy44PNAhWLLI8KHTUFAb4QFggnMAA&url=http%3A%2F%2Fwcd.nic.in%2Fsites%2Fdefault%2Ffiles%2Fchildprotection31072012.pdf&usg=AFQjCNG8yi2gmLffq9TbdcLN5nDHy82XxQ)-SexualHarassmentofWomenatWorkplace(Prevention,Prohibition,Redressal)Act, 2013 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit:6** | | **CONTEMPORARYISSUES** | **2-hours** |
| Expert lectures, Online seminars, Webinars   1. UnderstandingaboutthewomenwelfareinitiativestakenbyCentralandstategovernment 2. To have right perception about women welfare laws | | | |
|  | | **Total Lecture hours** | **20-hours** |
| **Text Book(s)** | | | |
| 1 | [A. N.](https://www.sterlingbookhouse.com/a.-n.-karia/) Karia, 2025, Laws Relating to the Welfare & Protection of Women & Children, 7th Edition, [C. Jamnadas& Co.](https://www.sterlingbookhouse.com/index.php?match=all&pcode_from_q=Y&pshort=N&pfull=N&pname=Y&pkeywords=Y&search_performed=Y&q=&dispatch=products.search&features_hash=) Publishers, New Delhi | | |
| 2 | Dr NuzhatParveen Khan, 2021, Textbook on Women & Child Laws, Lexis Knowledge | | |
| 3 | BasuDD, 2015, IntroductiontotheConstitutionofIndia,Paperback edition. | | |
| 4 | Singh.A,2013,ConstitutionandWomen’sRights,AxisBooksPvt.Ltd | | |
| 5 | AnjaniKant, 2008,WomenandtheLaw,A.P.HPublishingCorporation, NewDelhi. | | |
| 6 | SC Tripathi and VibhaArora, 2006, Laws relating to Women and Children, Central Law Publication | | |
| **Reference Books/Reports** | | | |
| 1 | Fadia, B.L and Fadia. K. 2021. Indian Government and Politics. SahityaBhavan Publications. | | |
| 2 | Dr.DalbirBharathi, 2008,Womenandthelaw,A.P.HPublishingCorporation, NewDelhi | | |
| 3 | P.D.Kaushik,2007,WomenRights-AccesstoJustice,Bookwell,New Delhi. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites, etc.]** | | | |
| 1 | <https://onlinecourses.nptel.ac.in/noc19_hs57/preview> | | |
| 2 | <https://onlinecourses.swayam2.ac.in/cec20_hs24/preview> | | |
| 3 | <https://onlinecourses.swayam2.ac.in/arp19_ap54/preview> | | |
| 4 | <https://www.womensweb.in/articles/free-online-courses-in-india/> | | |
|  | | | |
| Course Designed By: Dr. K. Mangayarkarasi | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MappingwithProgrammeOutcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | S | S | S |

\*S-Strong;M-Medium;L-Low